REPORT RESUMES

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NEW MEXICO 4-H LEADERSHIP SERIES.

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THIS SERIES OF GUIDES WAS DESIGNED TO ASSIST COUNTY AGENTS IN LEADER TRAINING. THEY WERE WRITTEN WITH THE IDEA THAT A COUNTY EXTENSION AGENT WOULD PRESENT THE UNIT, BUT IT IS POSSIBLE WITH SOME REVISION, THAT A VOLUNTEER PERSON COULD MAKE THE PRESENTATION. THESE 4-H GUIDES ARE FOR THE DEVELOPMENT OF LEADER'S RESPONSIBILITIES IN PROJECT SELECTION, RECORD KEEPING, UNDERSTANDING AND WORKING WITH YOUTH, OFFICER TRAINING AND PARLIAMENTARY PROCEDURE, THE PHILOSOPHY AND OBJECTIVES OF 4-H, PLANNING ACTIVITIES AND EVENTS, RECOGNITION AND AWARDS IN 4-H CLUB WORK, AND TEACHING TECHNIQUES AND METHODS. (ES)

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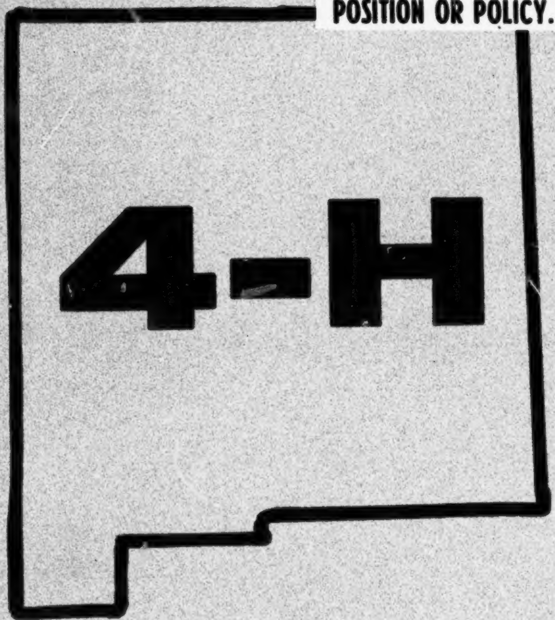

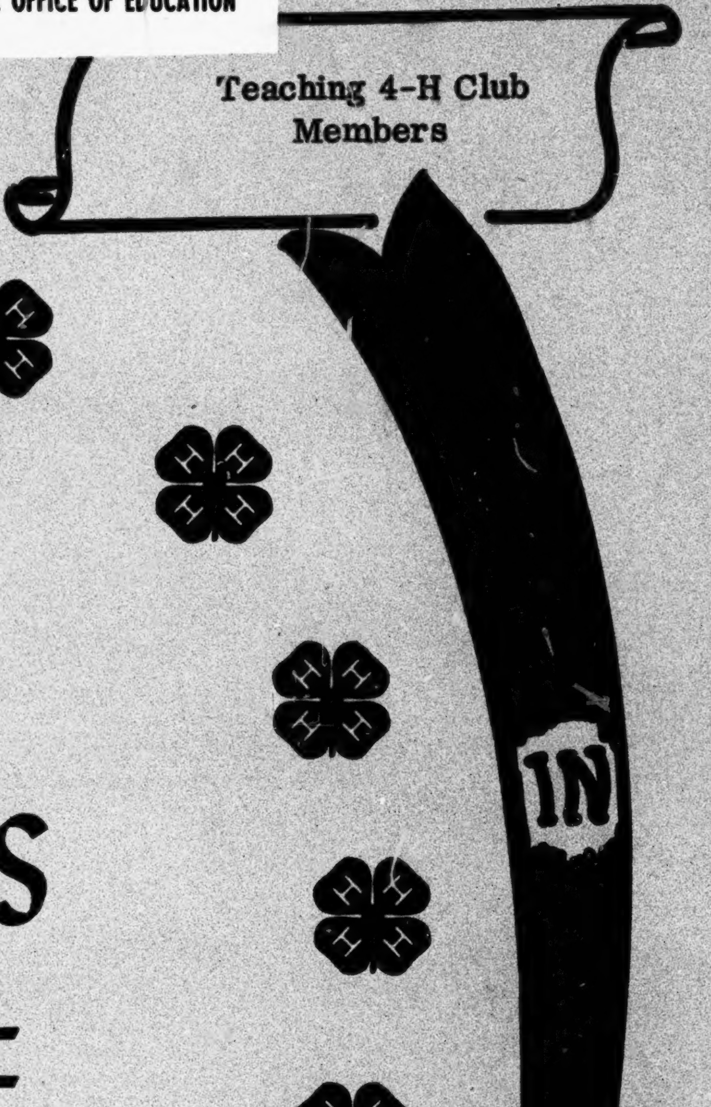
Teaching 4-H Club Members

IN

Planning Local 4-H Club Activities and Events

4-H LEADER'S GUIDE

RC 002 429

LEADERS' GUIDE

LOCAL 4-H CLUB SPECIAL EVENTS AND ACTIVITIES

This guide has been prepared for your use in helping your 4-H Club to prepare and conduct special events and activities. Suggestions and ideas are given on many activities which your club may choose from, for a well-balanced 4-H Club program.

Club members may undertake some task individually and other tasks as a group. The members' projects are individual tasks that have definite minimum requirements for completion. Activities are tasks performed by individuals or groups, with no minimum requirements and no individual reports required for completion. Activities are chosen by 4-H Clubs according to their interests and abilities.

As a leader you will need to consider the interests, ages, abilities and experiences of members as well as the availability of some material, as you help them plan their activities.

The majority of New Mexico 4-H Clubs choose one activity to stress in their program each year, such as safety, health, or some community service work. In some counties, the county 4-H council chooses one or more activities for county emphasis. In such instances, leadership and a degree of planning are performed by county 4-H committees. Examples--county-wide scrap iron drive, safety reflector tape sales. It will be necessary for local 4-H Clubs to consider these county-wide activities when choosing projects on the local level.

Activities add spice to the 4-H program for the member and the club. Clubs need activities to provide the four-fold development of Head, Heart, Hands and Health. They make teaching more effective.

Planning

The success of a 4-H Club activity or event depends on how well and how thoroughly it has been planned. The following points should be taken into consideration in activity planning:

* Who plans

The whole club--this procedure is suitable for a small club or a club of first-year members working under close guidance of leader.

The program committee--in larger, more experienced clubs, with the vice-president as chairman. Leader(s) and president can serve as ex-officio members of committee to give guidance. After the club approves the program, the president should appoint necessary committees.

* Involve all members in doing and conducting activities. Members will feel more of a part of the club by taking responsibilities in activities. Can tie the club together in unity.

* Divide and define responsibilities--break the activity down into small parts for delegating responsibilities. Have a clear understanding of the jobs to be done. Leader(s) and a few club members should not do all the work.

- Give guidance to members in choosing activities, with consideration to the time involved, interest, abilities and experience of members.

- Maintain the basic 4-H objective of the development of the individual boy and girl as well as a good image of the 4-H program through all 4-H activities planned and conducted by your club.

Reference: For more information on 4-H program planning, see 4-H Leaders' Guide, 200 L-3A, titled "Planning Local 4-H Club Programs".

Informing the public

As a leader you will want the public to understand the real purpose of 4-H Club work and the activities of your club. You can share the story of your club's activities in many ways.

- Notify newspapers and radio stations of all special events.

- Announcements of events should include the five W's necessary for a good news story--when, where, what, who and why.

- Your county extension agent might have a radio or television program on which you and your club members can appear. Participation on civic and service club programs will provide an opportunity to inform the public as well as training for the members in public speaking.

- The National 4-H News welcomes reports of club activities. The state 4-H Club office will appreciate receiving news of your activities.

- Remember, as in other areas, that your public information program must be in keeping with the over-all county program under the direction of your county extension agent.

Suggested events and activities for your club program

For classification purposes, events and activities may be divided as follows:

Events--tours, picnics, observance of National 4-H Club Week and National 4-H Club Sunday

Activities--community service projects, health, safety, or international project

I. An event your club may participate in

  A. National 4-H Club Week

    1. Purpose

      a. Increase public understanding of 4-H aims and methods, and expand support for year-round activities

      b. Influence more young people to join 4-H Clubs

c. Acquaint more parents with 4-H and seek their cooperation

d. Encourage capable youth-minded men and women to become volunteer local leaders

e. Honor 4-H friends in your community and express appreciation to them for the important part they play

2. How National 4-H Club Week can be observed

a. 4-H Club members, 4-H alumni, volunteer leaders give talks on 4-H at civic and service clubs, farm organizations, schools and churches

b. News stories about 4-H Club work and your 4-H Club activities during the year

c. Radio and television appearances

d. Conduct a 4-H membership drive

e. Place a window exhibit on 4-H Club work

f. Secure National 4-H Club Week proclamation from local officials such as mayor, county commissioners or town council

g. Fly the 4-H flag over city and county buildings during the week

h. Participate in countywide 4-H activities such as 4-H parades and carnivals (Several New Mexico counties conduct 4-H parades and carnivals as a countywide fund-raising event during the week.)

National 4-H Club Week is observed by clubs throughout the nation during the first full week of March. The federal 4-H office assists counties in this observance by providing your county extension agents with packets of material on suggested proclamations, news releases, spot radio announcements, 4-H mats and suggested illustrations for circular letters, leaflets, posters and ads. A national sponsor provides National 4-H Club Week posters for local club use. Contact your county extension agents for this material.

The Governor of New Mexico is contacted for a proclamation proclaiming National 4-H Club Week in New Mexico. This is taken care of by a member of the state 4-H staff.

NOTE: Beginning in 1964, National 4-H Club Week will be observed during the first week of October. Your county extension agents will notify you of the dates each year.

B. National 4-H Club Sunday

National 4-H Club Sunday is observed by 4-H Clubs on the fifth Sunday after Easter. 4-H Sunday is an outgrowth of Rural Life Sunday and is closely linked with Rogation Days, celebrated for centuries in the Christian church during the three days preceding Ascension Day.

4-H Sunday observance by your club will provide 4-H members an opportunity to participate in a service that develops the "Heart H". For objectives and suggestions on how your club may observe this day, secure a copy of manual 200 A-13 titled "New Mexico 4-H Club Sunday Observance" from your county extension agents. Another good reference is USDA PA 376 titled "Highlighting the Heart H in 4-H". Your county agent has copies.

C. 4-H Club achievement day

Many 4-H Clubs hold an achievement day prior to the county fair for the purpose of exhibiting their project work made during the year. Members enjoy showing others what they have accomplished. Through an achievement day program, members will have an opportunity to show their project work to the community. Too, such an achievement day program can provide the leader with information for club records by checking the individual member record books.

A special day may be set aside for this event, or one of the local club meetings may be used for the program.

Another type of achievement day event might be a program whereby members receive their completion pins on project completions.

Achievement day programs should be open to the public. This will give parents and others an opportunity to see the results of 4-H in their community.

D. Recreational events

Recreational events help maintain member interest in club work and should be a part of the program. Along with the recreation at local club meetings, your club might want to consider one of the following as a special recreation event.

1. Picnics
2. Hayrides
3. Swimming party
4. Weiner roast
5. Organized sports
6. Parties--games and mixers
7. Talent night--skits and stunts
8. Dances, square, folk and social

Your county extension agents have recreational handbooks which can be of help to your club in planning and conducting recreational events.

E. Tours

There are a number of tours in which a 4-H Club can arrange to assist members with their projects and other educational goals. Tours are an effective teaching method when planned and conducted properly. Your club might want to consider one or more of the following tours in your club program.

1. Project tour - provides an opportunity for the club to visit all of the members' projects and compare their work. Each member is more likely to keep his project in tip-top shape if he knows that he may have visitors. It will give him a feeling of pride and encouragement to do better work.

2. Citizenship tour - valuable lessons can be learned in citizenship by visiting the county courthouse, city hall, or the state capitol.

3. Educational tours - visits to grain elevators, bakeries, manufacturing plants, hatcheries, banks, on-the-farm demonstration plots and other areas of interest.

Remember! Members will get more out of a tour if they are urged to make notes on what they see, take their cameras along, and follow the tour with a discussion on what they have learned.

The sky's the limit on tours. In 1962 one Eddy County 4-H Club used some initiative, raised funds, chartered a bus and made a trip to the World's Fair in Seattle, Washington.

Be sure to attend the leader training sessions on teaching techniques and methods in your county. More detailed information on planning and conducting tours will be given in this session.

F. Parents' night

Parents are always welcome and encouraged to attend local 4-H Club meetings. Many do attend one or several meetings through the year, especially when meetings are held at the members' homes. Why not hold a special parents' night during the year, as such an event can be an excellent way of securing or maintaining parent cooperation. Ideas for a program might be:

1. Let the parents plan a program and present it.

2. Members sit with parents and use introductions as roll call.

3. Members present a special program to parents on 4-H.

4. Regular 4-H meeting with planned recreation with parents.

5. Parent recognition for service to the club, such as parents of the year.

A combination of these ideas could make an interesting program.

II. An activity your club may participate in

A. Community service activities

This is an activity undertaken by the 4-H Club as a group to make the community a better place in which to live. What does your community need to make it a better place to live? Visit with others to find out what areas need work or improvements. It is not necessary that 4-H members do all the work--they may spearhead or give leadership to a project with other organizations helping.

Suggested activities:

1. Planting trees or shrubs in parks, or on school or church grounds
2. Cleaning church yards, cemeteries, roadside parks, or school grounds
3. Removing weeds or other refuse from public property
4. Providing playground equipment
5. Painting mailboxes
6. Erecting road signs
7. Donating books to community libraries
8. Caring for children during community programs
9. Visiting confined people
10. Making and repairing toys for children's hospital, foster homes and T.B. wards
11. Helping a needy family with food basket or clothing

B. Fund raising activities

Since the local 4-H Club is self-supporting, many clubs conduct a fund raising activity for funds to purchase 4-H banners, flag sets, trips, IFYE contributions, refreshments for club meetings, plus many other items deemed necessary by the club members. Many community service projects can also be a fund-raising activity. Some suggested activities you might want to use are:

1. Bake sales
2. Candy sales
3. Road signs--farm and ranch locations
4. Mailbox painting, street number painting
5. Scrap iron drive
6. Safety reflector tape sales
7. Box and pie suppers

8. Food booth at local and county events

9. White elephant sales

10. 4-H basketball tourney

11. 4-H carnivals

12. Exhibits, floats in parades, booth at county fairs

Many of these fund raising events may be conducted on a county-wide basis with receipts being prorated out to the club on a percentage basis. Check with your county 4-H council or extension agents on your county procedures.

C. Health activities

Since health is one of the four H's it should be a part of every club program. Health may be made a part of the program through members taking the "Health and Happy" project as individuals, or it may be taken as a club activity. Some suggested activities are:

1. All members enroll in health project--invite county nurse or other health official for club programs, health demonstrations, etc.

2. Participate in Red Cross fund drives (United Fund).

3. Present health programs before civic, service, farm groups; also radio programs and television appearances.

4. Community health projects--dog and other pet surveys for rabies vaccination, fly and mosquito control, surveys on community sanitation.

D. Safety activities

Safety, like health, should be stressed throughout the year in 4-H Club work. Safety is everybody's business in all areas of life. Many areas of safety can be carried as a club activity. Suggested activities:

1. Providing safety reflector tape for farm implements and motor vehicles (can be a fund-raising activity).

2. Rusty nail clean-up on community farmsteads.

3. Swimming safety--participate in Red Cross water safety courses.

4. Traffic safety--remove weeds and brush obstructing vision at highway intersections in community.

5. Make a safety hazard survey of members' homes and farms.

6. Present safety programs to outside groups; again, radio and television programs are effective in telling the safety story.

E. Civil defense activities

A new area of activities which 4-H Clubs may find challenging and of service to others, is the field of civil defense. Several clubs in New Mexico and throughout the nation have already conducted activities of this nature. Much work needs to be done in this area of preparing people for an emergency. Does your county have a civil defense director? You might wish to visit with him on how your club can be of service.

Some suggestions might be:

1. Supply community with civil defense literature.

2. Present programs to club and outside groups on warning systems, fallout shelters, and food plans.

3. Conduct fallout shelter survey in your community in connection with county civil defense plans.

You may secure materials such as visuals and literature on civil defense from your county civil defense director or your county extension agents.

F. International projects and activities

The "Heart H" of 4-H introduces club members to new horizons in citizenship. Yet it is with the "Head" and "Hands" that we show our concern for them. Four-H type programs around the world provide for a better life in the years ahead. New Mexico 4-H Clubs might wish to support these 4-H movements over the world and with their members share in building understanding for a better world. The following are suggestions for 4-H international activities.

1. Get acquainted with 4-H type programs in other lands

   Study 4-H programs around the world. Locate these countries on a large map. Read about them in encyclopedias, geography magazines, and current newspapers and magazines. Use sister clubs, pen pals, IFYE's and Peace Corps participants to get information and materials. Share this information through talks, exhibits, newspaper stories, radio and television reports, and at school. Make a scrapbook of 4-H materials from other countries.

2. Country study

   Select a country of interest. Study it as part of your 4-H Club program; learn songs from the country; display its map, flag and other typical items; learn some simple words of the language; learn games and dances; arrange for a talk by someone who has visited the country; answer roll call with some fact about the country. Share this information about the country with others through talks, articles, exhibits, and so forth.

3. International exchanges

   Increase the effectiveness of the IFYE program by securing a host family in your community; help provide financial support; ask IFYE's to share their experiences with your 4-H Club; encourage other groups to have IFYE talks; help spread the IFYE spirit for better understanding. Encourage members to be alert to the opportunities offered by the IFYE program, the Peace Corps, and other ways to visit, study, live or work in other countries.

4. Sister clubs and pen pals

   Arrange for a sister club or a pen pal through your 4-H leaders, IFYEs, Peace Corps volunteers, Americans living abroad, or visitors from other countries. Exchange scrapbooks, photographs, tape recordings, musical records, books, magazines, seeds, 4-H materials and letters. Use them to tell about your activities, what your 4-H Club is doing, how young Americans live and what you believe. Share your correspondence and materials with others. Make exhibits, give talks, prepare demonstrations, write articles about these experiences.

5. Hospitality

   Serve as host for a day or for a weekend to foreign visitors--invite foreign students from nearby colleges for visits, for Thanksgiving dinner, or other special activities; offer assistance to newly arrived immigrants in the community, or to migrant labor families.

6. International service projects

   Support the 4-H CARE project, the Heifer Project, the United Nations Children's Fund (UNICEF), IFYE, and other worthwhile projects. A variety of things may be sent abroad that will be helpful to others, such as magazines, books, seeds, 4-H materials, sports equipment, and basic agricultural and carpentry tools.

Contact your county extension agents for more information on the international projects.

Evaluation

Activities and events should be evaluated soon after they are completed. At this time things are still fresh in the minds of the participants. Effective evaluation by leaders, members and perhaps parents will enable your club to measure progress in terms of achieving goals and as a guide for planning the next year's program of activities.

Attend the leader training session on 4-H program evaluation in your county. More detailed information on evaluating activities and events will be presented in this session.

In summing up

It is hoped that this guide will be of help to you in your club planning and conducting of 4-H activities and events. The suggestions in the guide are ones which have been used by 4-H Clubs throughout New Mexico and the nation. Encourage members and program committees to use their own initiative in considering what activities to participate in. There are many more which are not covered in this guide. Remember, though--plan and conduct activities which are within the abilities and interests of the club members.

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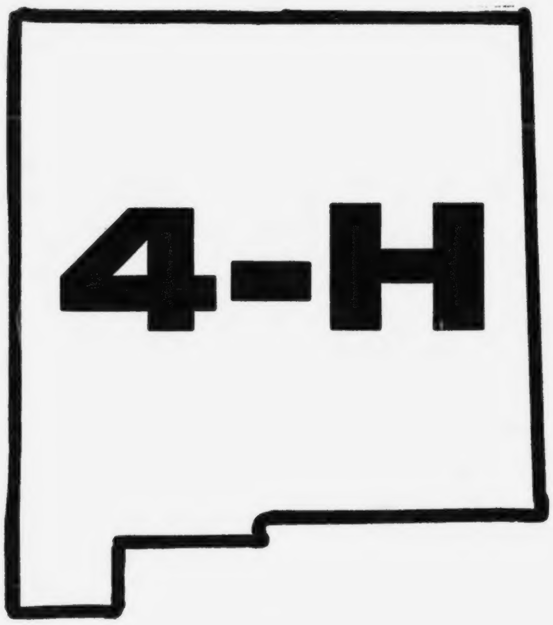

4-H LEADER'S GUIDE

Teaching 4-H Club Members

4-H PROGRAM EVALUATION

BASIC NEEDS OF PEOPLE IN GROUPS

For Leaders and Officers to Keep in Mind

Leader! If you want my loyalty, interest and best efforts as a group member, you must take into account the fact that--

1. I need a SENSE OF BELONGING

   a. A feeling that no one objects to my presence
   b. A feeling that I am sincerely welcome
   c. A feeling that I am honestly needed for my total self, not just for my hands, my money, etc.

2. I need to have a SHARE IN PLANNING THE GROUP GOALS. (My need will be satisfied only when I feel that my ideas have had a fair hearing.)

3. I need to feel that the GOALS ARE WITHIN REACH and that they make sense to ME.

4. I need to feel that what I'm doing contributes to HUMAN WELFARE--that its value extends beyond the group itself.

5. I need to share in MAKING THE RULES OF THE GROUP--the rules by which together we shall live and work toward our goals.

6. I need to know in some clear detail just WHAT IS EXPECTED of me so that I can work confidently.

7. I need to have RESPONSIBILITIES THAT CHALLENGE, that are within range of my abilities, and that contribute toward reaching our goals.

8. I need to SEE that PROGRESS is being made toward the goal WE have set.

9. I need to be KEPT INFORMED. What I'm not up on, I may be down on.

10. I need to have CONFIDENCE IN OUR LEADER--confidence based upon assurance of consistent fair treatment, of recognition when it is due, and trust that loyalty will bring increased security.

In brief--the situations in which I may find myself as a member must MAKE SENSE to me, regardless of how much sense it makes to the leader.

LET'S EVALUATE

Evaluation is one area which you as 4-H leaders may find the hardest to understand and carry out with your club members.

It is only human to look at evaluation as a process for finding the things that are wrong. On the contrary, true evaluation is for the purpose of finding ways and means whereby improvements can be made. Those persons who take the responsibility of doing evaluation should take their job seriously and strive for ways to improve.

First, let us try to define a few terms which will clarify this area of evaluation of local 4-H Club programs.

1. Evaluation--is the process of measuring progress and effectiveness in relation to 4-H objectives and local 4-H Club goals.

2. Evaluate--is defined by Webster as a verb meaning "to appraise carefully".

3. Program--(only in reference to the local 4-H Club program) is the planned and written agenda of activities planned for a year's time by the local 4-H Club.

4. Objective--is an expression of the ends toward which the 4-H program is directed.

5. Goal--is an intermediate point set up in the local 4-H Club planned program directed to reaching the 4-H objectives.

Often you may ask yourselves, "Why evaluate, when we are doing the best we can?" The following points may give you the reasons for the need to evaluate.

1. Measure progress--to measure progress in terms of achieving goals.

2. Measure effectiveness--to check effectiveness of methods used and to discover ways to improve methods used in teaching and program content.

3. Satisfaction--to check the attitude of the 4-H members and leaders as to the amount of satisfaction being received from the program.

4. Guide for future planning--provides tools for persons responsible for program planning, to use as a guide in planning the coming year's program or activities.

5. Basis for reporting--gathered information for evaluation can be used for general club publicity, club members' record books, and leaders' reports of their club accomplishments.

1. Club officers and leaders

2. Two or three leaders, two or three members, and two or three officers

3. A specified number of leaders, members, officers, parents and others

4-H OBJECTIVES

One thing the people who are delegated the responsibility of planning and evaluating 4-H Club programs must always keep in mind is the 4-H objectives. Basicly we have defined objectives as the ends which one strives to reach. The following are the 4-H objectives which must be kept in mind when evaluating because evaluation should be done in terms of the objectives.

1. Acquire knowledge, skills, attitudes, for a satisfying home and family life.

2. Enjoy a useful work experience, together with the responsibility and satisfaction of personal accomplishment.

3. Develop leadership talents and abilities to reach optimum citizenship potentials.

4. Appreciate the values of research and learn scientific methods of making decisions and solving problems.

5. Develop an appreciation of the importance of scientific agriculture and home economics and their relationship to our total economy.

6. Explore careers related to agriculture and home economics and recognize the need for continuing education.

7. Appreciate nature, understand conservation, and make wise use of natural resources.

8. Cultivate traits of healthful living, purposeful recreation, and intelligent use of leisure time.

9. Develop personal standards and philosophy of life based on lasting and satisfying values.

10. Develop attitudes, abilities and understanding for working cooperatively with others.

GOALS

Plans that are valued are recorded, are referred to frequently, and serve as a guide for action throughout the year. The major ingredients of any 4-H Club plan are the goals--simply, what the club is planning to do and how much it hopes to accomplish in a given time. Goals should be developed by the members, working through their program planning committee in cooperation with the volunteer leader(s).

Let's explore the characteristics of goals. They are:

VIEWING PARTS OF 4-H PROGRAMS

Let's discuss a few more specific points to consider in evaluating the parts included in a local 4-H program.

Measure Value of Contests

Contests are used mainly in 4-H Club work to motivate learning and to measure the results of project work and other activities of the members, such as in exhibits, demonstrations and overall achievements.

Contests may be good or bad and often are both, since their value depends largely upon how they are used. Generally, contests are educationally sound when they stimulate all the members of a group to try vigorously to reach the club goals and objectives. However, contests are not educationally justifiable if conducted only to determine who has reached the highest objective result--exhibited the prize calf, given the "top" demonstration, etc.

Judging Procedure

Judging is used in 4-H Club work as an objective method of measuring the degree to which the members are learning the subject matter of the projects which pertain to standards of type and perfection. However, judging is an art and not an exact science, but it usually is based upon scientific facts, such as the relation of physical form to function in livestock, etc. Thus, when the purposes and values of judging are explained in advance, they tend to interest or motivate youth in judging as a worthwhile 4-H learning experience.

Judging as a group activity has been found to be very effective, because the members learn more from each other through the give-and-take of discussions, under guidance, than when judging is studied by them or taught to them individually. Also, this group process provides a valid guide in methods. When the members of a group achieve more or less uniformity on the upward scale in their placings and reasons, the leader, advisor or coach knows definitely that the learners are ready to advance to another class in judging.

In addition, judging methods are very effective when based at first upon the members' own observations and impressions as they view the object, product or animal being judged which approaches the ideal, rather than upon the score card that is brought in from the outside. This procedure enables the beginners to learn to see the thing being judged--size, parts, shape, purpose, quality, etc., which tends to stand out as a memory image afterwards, rather than an image of the score card. Members who learn to see the object, product or animal generally can give logical reasons for their own placings.

Also, judging cannot be taught successfully by use of poor products, except as may be used in contrast with good products, because inferior products cannot give clear-cut objective meaning to the score card. This is true, because the standards or ideal types are in the good products being judged and not in the score card.

Finally, to be most effective, the objects being judged preferably should be the best of the actual 4-H products, or other products similar to or typical of those produced in club work, according to the law of transfer.

Club Recreation

Play refers to those activities which are not consciously performed for the sake of any reward beyond themselves. This definition makes no real distinction between work and play.

The creation of American music, the dance and games largely ceased with the decline of village life about two generations ago. Also, the husking bees, spelling matches and singing schools have about been discontinued by city pressure and rural isolation. Leisure time has resulted. Play became decadent and leisure time was commercialized--the parents, children and many others becoming inactive spectators.

The child does not behave in play like the adult, or civilized man like the uncivilized. Studies show that various groups of boys of about 12 years of age took part in an average of 31 games on the open playground; but at 16 years of age, they voluntarily played an average of only 21 games--mainly folk-dancing and other social games with girls, playing fewer different kinds of games as they grew older.

Recreation with all the people of the community participating occasionally, helps to develop democratic attitudes. It often is the means of breaking down class distinctions and other lines of cleavage which separate people. Also, youth who play together usually develop self-respect and the ability to get along with others.

The main areas of recreation for self-activity are: social, physical, arts and crafts, hobbies, reading, nature study, music, drama and traveling.

4-H Project Methods

The 4-H Club program usually holds the members longer when about one-half the total club time is devoted to project work; and about half to other club activities.

The majority of 4-H projects generally are patterned after adult occupations at home. This procedure under the apprenticeship system helps in making a smooth entry into adult occupations.

The best results usually are secured when the project instruction is given at meetings in the homes and on the farms where teaching materials and equipment, similar to that which the members have at hand, are available for use. Then, the parents can follow up more effectively in guiding the project work of their own sons and daughters between project meetings when the leader is absent.

Insofar as practicable, the amount and kind of project work undertaken by each member should be determined by the local situation--based upon the needs and interests of the individual members and the group, as adapted to the ability of each age-level.

A junior leader often can assist with the club work by leading a project group of younger members, preferably in a project in which he, or she, has succeeded as a member. Advanced training can be secured by attending project leader training meetings and tours which may be conducted in the community or county.

It is sincerely hoped that this leaders' guide will be helpful to you as you strive to improve your 4-H Club program.

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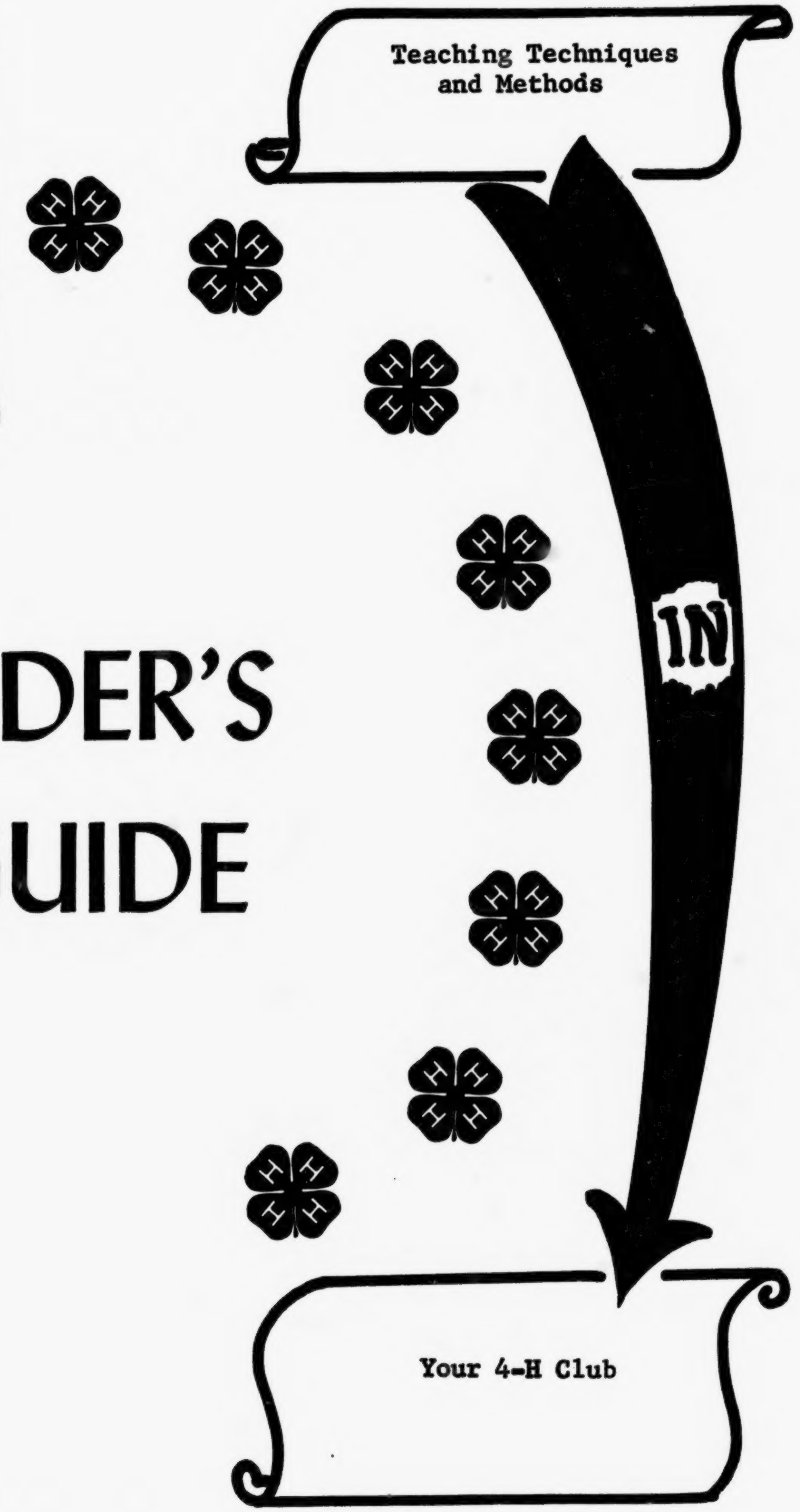
Teaching Techniques
and Methods
IN
Your 4-H Club

4-H LEADER'S GUIDE

TEACHING TECHNIQUES AND METHODS IN 4-H CLUBS

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TEACHING TECHNIQUES AND METHODS

As a local 4-H Club leader, you are a teacher. Although your classroom, so to speak, may be the living room of a member's home, the back yard under a tree, a school room, community building, or a home economics laboratory, you will be helping 4-H Club members to learn new and better ways of doing things. In this publication you will find information on methods and techniques of teaching which have been found to be effective to use with 4-H Club groups.

As leaders, there are certain basic principles of teaching and learning that we should keep in mind and emphasize.

1. Educational research demonstrates that learning proceeds most quickly among adults or children when information reaches the learner through more than one sensory channel. Effectiveness of learning increases as one moves from LISTENING--SEEING--DOING.

2. The method should be adapted to what you are trying to accomplish.

3. Learning is facilitated and tends to be permanent when:

    a. The learner is motivated--when he has a stake in the activity.

    b. The learning is geared to the learner's level, when it is compatible with the learner's physical and intellectual ability.

    c. The learning is patterned--when the learner can see meaningful relationships between the activity and the goal.

    d. The learning is evaluated--when the learner has some way of knowing the progress he is making.

    e. The learning is integrated with personal-social development--when the learner experiences satisfactory growth and adjustment.

What do we mean by methods? Techniques?

By technique we usually mean a specific procedure or device through which a teacher seeks to teach something. A gimmick--visual. Example: pop-gun.

Method is usually thought of as that unique style a person has, his way of combining and modifying techniques so that he feels comfortable with them and gets maximum satisfaction in teaching, as well as having his members get the best possible "setting" or "stage" for learning. In this sense, a person can borrow techniques and ideas from another, but the method he uses must be his own.

DEMONSTRATIONS

A demonstration is a very effective method to use in teaching skills in 4-H project work. Demonstrations are effective because you show and tell how to do a certain job. Seeing, hearing, discussing and participating in a group stimulates action. Demonstrations are time-saving, too, as you can teach several members at the same time, and once worked up can be used repeatedly. As a leader, you will not only be using demonstrations to teach others, but you will be responsible for teaching 4-H members "how to give a demonstration".

A good demonstration does three things:

A demonstration is DOING.
A demonstration is SHOW HOW.
In a demonstration you MAKE or DO something.

Usually a demonstration is most effective when used with a small group, because it is important that the audience be able to see, and to participate in the discussion.

Procedure in Giving a Demonstration

1. Determine subject that involves skills that need to be demonstrated to the group. Is it suitable for visual presentation to a group?
2. Plan the demonstration in detail.
    a. Outline operations in logical steps.
    b. Identify the key points to be emphasized under each.
    c. Select demonstration materials and equipment most likely to be available.
    d. Arrange for literature, directions or other teaching materials to be distributed.
3. Rehearse the demonstration.
4. Give the demonstration.
    a. Explain purpose and show application to local problem.
    b. Show each operation slowly, step by step; repeat where necessary.
    c. Use simple words.
    d. Make sure audience can see and hear clearly.
    e. Where practicable, one or more members of the group repeats the demonstration in the presence of the others. This helps to fix the process in the minds of the audience and increases confidence in their ability to master the technique.
    f. Emphasize key points and tell why they are important.
    g. Solicit questions at each step before going on to next step.
    h. Distribute supplemental material.

i. Summarize steps covered in demonstration.

For more information on giving demonstrations, and particularly in teaching 4-H members to give one, refer to "The Winning Demonstration", available from the National 4-H Service Committee, 59 East Van Buren Street, Chicago 5, Illinois, 15 cents per copy. Your county agent may have a supply.

Also: "You and Your 4-H Dairy Foods Demonstration", available from your county agent

Leaflet 200 D-4, "Get Ready to Demonstrate"

200 D-4

NEW MEXICO STATE UNIVERSITY

Cooperative Extension Service
College of Agriculture and Home Economics

U. S. Department of Agriculture
University Park, New Mexico

GET READY TO DEMONSTRATE

I. Make a Demonstration Outline

- a. Title of demonstration
- b. List equipment needed
- c. Introduction
  1. Who
  2. What
  3. Why
- d. Body of demonstration
  1. Tell, show and explain HOW

DO	TELL
(List in order the steps in doing the job)	(Always tell and explain HOW)

Summary

Review the main points you want your audience to remember.

Ask for questions.

Show finished product.

Conclusion

ILLUSTRATED TALKS

Demonstrations and illustrated talks are both very important methods to use in teaching. What is the difference between the two? How do you know which to use? Quite often 4-H'ers confuse them.

A demonstration is DOING.	An illustrated talk is TALKING.
A demonstration is SHOW HOW.	An illustrated talk is TELL HOW.
A demonstration is MAKING or DOING something.	In an illustrated talk you show PICTURES, CHARTS, MODELS, EQUIPMENT.

As an example, you could show your 4-H Club "how to thread a sewing machine".

Demonstration:	Illustrated talk:
You would show the process, step by step, using a real machine and a spool of thread. You would explain each step as you show it.	You might have a large drawing of a machine head on a poster and have the thread drawn in a different color. You would then explain how to thread the machine by using the illustration.

How do you know when to use a demonstration or illustrated talk? Use the one that will help you do the best teaching job. An illustrated lecture is usually better adapted to a large group, where a demonstration might be more effective with a small group. It depends upon the topic to be presented, too. Some topics can be taught more effectively through an illustrated talk than a demonstration. Example: "how to select fabric for an apron".

An illustrated talk can be used:

1. To teach a certain point which you want to get across to the 4-H Club or other group.
2. To create an interest on the part of the club members for new information.
3. To help you gain poise, confidence, and self-assurance.

In planning your illustrated talk:

1. Select a topic that can be effectively presented by this method and one that is timely and of interest to the members.
2. Determine visuals to use.
3. Make an outline:
    - I. Introduction - tell why, purpose, importance of subject.
    - II. Body of talk - in the body of the talk, the actual information is presented. Tell what you are doing and tell why. Bring out main points of emphasis. Use visuals to illustrate points.
    - III. Summarize - briefly state points of emphasis. You might give the audience one or two sources of further information or call attention to the printed matter to be distributed.

PLANNING AN ILLUSTRATED TALK

1. Title of my illustrated talk:

____

2. Am I thoroughly familiar with the subject of my talk? Yes__________

3. What types of visual aids could I use to illustrate my talk?

   a. Chart ______________________________
   b. Free-hand sketch ______________________________
   c. Picture ______________________________
   d. Slide ______________________________
   e. Scale model ______________________________
   f. Actual equipment or material ______________________________
   g. Other ______________________________

4. Are the visual aids I have selected the very best available for getting and holding the audience's attention and making my information easily understood?

   Yes__________

5. Does my outline include the following steps?

   a. Attention-getter introduction Yes__________
   b. Steps showing what I do and say Yes__________
   c. Short summary Yes__________

EXHIBITS

4-H'ers can pass on what they have learned in their 4-H Club by building or making educational exhibits. An educational exhibit is a method in presenting an idea or displaying any number of different items to get a certain point across.

This is not an exhibit of the individual articles made by members as a part of their project requirements, nor is it a display of awards won by a club or its members. If you are a believer in 4-H Club work, you will also be selling the idea in many of these methods (exhibits, posters, floats, and window displays). Exhibits are a selling media.

Have a plan

1. Decide who your audience is.
2. Decide on a purpose (why).
3. Decide on a subject (what).
4. Decide on a location (where).
5. Decide on construction techniques (how to build).

Your exhibit should do six things

1. Get attention - shout "Hey, look!"
2. Arouse and hold interest - "This could be you!"
3. Create a desire to do, make, or buy.
4. Convince your audience it can be done.

For additional information refer to: "Exhibits That Get Action" and "To Build a 4-H Float", available from National 4-H Service Committee - 15¢. Your County Extension Agent may have copies or can get them.

4-H JUDGING

Judging is a very effective method for teaching project standards, and one which can be used at practically every project meeting. Too often members and leaders are inclined to think of judging only in terms of a competitive activity.

EVERYBODY JUDGES--"I like this dress." "These biscuits taste good." "This calf looks as though it would make a fast gain." "How pretty your room is with new curtains and upholstery."

When you say, "I like," "This one is better than," or "I'll buy this," you are judging. Stop and think--can you tell why you made your choice?

WHY JUDGE--In 4-H Club work, you learn to judge by tested standards. You practice judging to help you make wise choices based on understanding and facts.

HOW YOU JUDGE--When you judge, you compare one article or product with another or with a standard.

--Decide what you are going to use it for.

--What qualities you want for this purpose or use.

--Keep in mind the whole is more important than parts.

--Be able to give reasons for your choice or decision.

LEARN STANDARDS--To judge products, you must know what qualities you are looking for. Here are a few ways to learn about qualities or standards.

--Study and discuss the facts in project manuals.

--Use pictures from magazines and pick desirable qualities.

--Bring a sample of what you make or grow and pick out good or bad qualities.

--Watch an official judge make his placings at a show or fair. Listen to his comments.

--Visit farms, stores, processing plants. Ask those in charge what qualities they look for.

Additional help may be found in the publication 200 E-5, "Training 4-H Girls in Judging", 400 K-19, "Judging Fairs", and Circular 324, "Livestock Judging".

GROUP DISCUSSION

In group discussion we have a meeting of individuals, preferably a small group (6-20) for the purpose of finding answers to a question or solutions to a problem and of adjusting differences of opinion. The group meets together to discuss informally and deliberately, problems of mutual concern.

The discussion method or technique may be used in regular 4-H Club meetings, subject matter training meetings, meetings with leaders, meetings with parents, 4-H planning meetings, or at any other time when people are involved in problem solving.

Advantages:

1. Group discussion permits full participation.
2. It can establish concensus democratically.
3. It pools the abilities, knowledge and experience of all to reach a common goal.

Limitations:

1. Group discussion is time consuming, particularly if the group includes persons of widely different backgrounds.
2. A bossy leader or a few members may dominate the discussion.

Requirements for a good discussion meeting:

The Preparation

Careful preparation is very important.

1. A comfortable seating arrangement with members of the group facing each other is essential for good discussion. Seat the members in an informal face-to-face group. If possible, have them around a table.
2. Have a well-lighted and well-ventilated room or an out-of-doors meeting place.
3. Avoid competing or disturbing attractions.
4. A blackboard or large sheets of newsprint are helpful for noting points brought out in the discussion.
5. Be equipped with pamphlets or discussion guides if such are available for the subject under consideration. Check sheets stating alternative proposals are often useful.
6. Plan a time schedule in relation to the situation--changes can be made as the discussion develops. When advisable, the chairman can extend the allotted time.

The Leader

The leader must believe in the ability of the group. He must be able to draw out the ideas of the members and to keep the discussion moving without antagonizing anyone. Discussion leaders are most helpful when they:

1. Keep attention focused on the topic under consideration.

2. Suggest appropriate questions which invite others to express opinions.

3. Encourage the more reserved members to contribute.

4. Present progress summaries from time to time.

5. Remind members of time schedule if necessary.

6. Guide rather than dominate.

The Participants

Attitudes are very important. Group members must be willing to listen as well as talk and accept the conclusions of the group when arrived at democratically. For good discussion, be sure that:

1. Members of the group are acquainted.

2. There is an informal, friendly spirit.

3. Each is encouraged to participate.

4. Open-mindedness and tolerance of differences are respected.

5. Lengthy statements are discouraged.

The Topic

There is an art in stating discussion questions or topics. Remember:

1. We discuss questions, plans, and issues. Pick discussion topics on which opinions differ or on which conclusions have not been reached. Statements of fact or questions that can be answered readily by "yes" or "no" do not lend themselves well to discussion--though they may require explanation.

2. We are most interested in questions or topics that are related to our experiences. Let your group select the topic or pick one related to matters with which members are concerned.

3. We need to understand a topic or proposal in order to discuss it. Be sure that it is clearly stated.

4. Introduce the subject by relating it to the interests of the group members.

The Information

Don't expect the group to make decisions without facts. The group should be familiar with the facts on the problem to be discussed. Someone may be invited to give the group facts before the discussion starts (both positive and negative facts), or they may be brought out in the discussion. Or, they may be presented by correspondence before the meeting.

If during the discussion period problems arise on which you do not have factual information, you may appoint a committee to get the facts and report back to the group.

The Helpers

A secretary or recorder may be as important as a chairman. Group discussions, as a rule, should be summarized and reported.

Resource people may be enlisted to supply pertinent information. They should contribute only as needed. Lengthy speeches limit time for discussion.

Individuals are sometimes asked to serve as observers. One serving in this role assists the chairman and notes things that can be done to improve the procedure.

Special Problems

Discussion may be for the purpose of exploring thought where it is not necessary to arrive at a conclusion. Or, discussion may be the means of developing steps in a program. The above statements point up procedures that can be used to advantage in both situations.

THE BUZZ SESSION

The buzz session is a device for involving every member of a large audience directly in the discussion process. The audience is divided into small groups (5 to 7 members) for a limited time, 5 to 7 minutes, for discussion to which each member contributes his ideas.

The Buzz Session May Be Used:

1. To develop questions for a speaker or panel.
2. To discover areas in which the group would like more information or further study - especially useful for institutes and conventions.
3. To discover areas of special interest for future programs.
4. To evaluate a meeting, institute or convention in terms of its value to the participants.

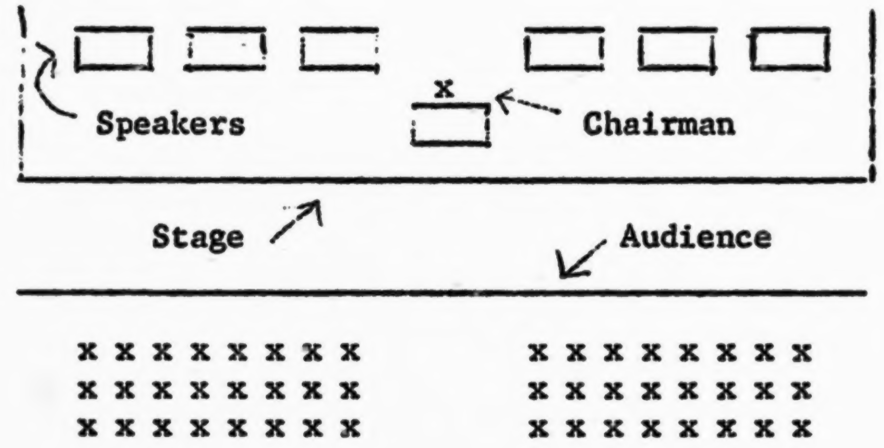
Advantages:

1. Provides a source of fresh ideas of real interest to the group.
2. When used in planning, it promotes individual identification with the program and its goals.
3. It gives everyone a chance to participate without having to get up in front of the full meeting.

Limitations:

1. The amount of individual participation is restricted.
2. Contributions of the several groups may be contradictory or difficult to combine.

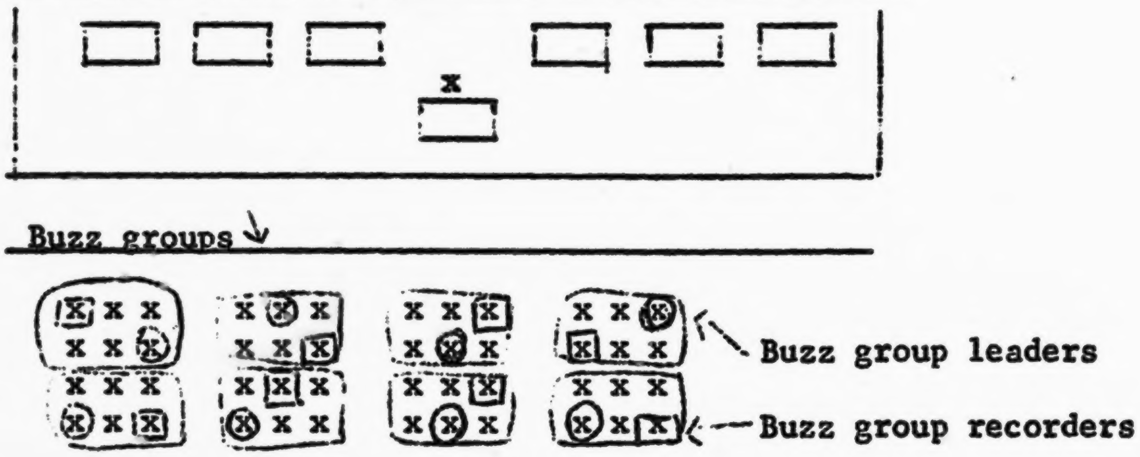
Physical Requirements:



1. Before Buzz Session

Movable chairs facilitate quick organization of buzz groups. In an auditorium with fixed seats, the first three in the front row turn and face the three sitting behind them in the second row. The next three face those behind them, etc.

Cards and pencils should be distributed quickly while or before the groups form.



2. During Buzz Session

Procedure:

The chairman must assign limited and specific objectives to the buzz groups. Directions must be clear and explicit. If the audience is unfamiliar with the method, a demonstration group may be formed. Each group should designate a leader and a recorder quickly. The leader sees that every member has his say. The recorder makes a written record of each contribution on the card provided. Oral reporting of group findings by the leader is preferred. In very large meetings, the buzz session may be used by providing for a second round of buzz sessions of the leaders of the original groups.

ROLE PLAYING

Some members act out a real-life situation in front of the group. There is no script, no set dialogue, and they make up their parts as they go along. The group then discusses the implications of the performance to the situation or problem under consideration - most effective with groups of thirty or less.

Role Playing May Be Used:

1. To examine a delicate problem in human relations.
2. To explore possible solutions in an emotion-laden problem.
3. To provide insight into attitudes differing sharply from those of the participants.

Advantages:

1. A dramatic way of presenting a problem and stimulating discussion.
2. It can provide clues to possible solutions and explore them without the dangers inherent in a real-life trial and error approach.
3. It gives the players a chance to assume the personality of another human being--to think and act like him.

Limitations:

1. Some people may be too self-conscious or too self-centered to act successfully in role playing. Others may be shy and fear being made "ridiculous" before the group.

2. Role playing before large audiences is less effective because of the psychological effect of the large group upon the players.

Physical Requirements:

A room large enough to provide seating so that all members of the group may see the action. No stage or platform is necessary with groups of thirty or less. Costumes or elaborate props are not necessary.

Procedures:

The problem or situation must be clearly defined by the group before role playing begins. Name tags for each player, large enough to be seen by the audience, help to identify the roles being played. The "scene" should be set by the group leader with the assistance of the group. A brief warm-up period may be necessary to throw off self-consciousness and to get into the spirit. Players should be selected just before role playing begins and should not be warned in advance. The leader should allow the action to proceed only so long as it is contributing to understanding (usually not more than five to ten minutes). After discussion, a second set of actors may be chosen and the scene replayed.

SKITS

The skit is a short, rehearsed dramatic presentation involving two or more persons. It usually is acted from a prepared script and dramatizes an incident which illustrates a problem or situation.

The Skit May Be Used:

1. To introduce a topic for discussion
2. To highlight a situation already introduced in a talk or film and to show its application to the community or to the group.

Precautions:

1. Care must be taken to prevent over-acting.
2. Costumes and props should be kept to a minimum.
3. Inappropriate humor or irrelevant action must be avoided.

Advantages:

1. It awakens lively interest and stimulates discussion.
2. It personalizes a situation and promotes emotional involvement in the problem by the audience.
3. It demands active participation by a few.

Physical Requirements:

1. The skit should be played in a part of the stage in full view of the audience. It should not disrupt the setting for the rest of the meeting.
2. Shifting of furniture or scenery should be kept to an absolute minimum.

Procedure:

The skit may be used at any point in the program. It may precede or follow a lecture or film, symposium or panel, but should come before the discussion period. Two or more skits may be used (if so, they should be very short) to illustrate different approaches to a problem, or "before" and "after". They may be given in succession or at different points in the program.

TIPS ON TOURS

A tour is one of the best ways to help club members learn while having fun. Boys and girls like to "go places and see things". Adult leaders can take advantage of these desires by planning and conducting a local 4-H tour for the club members they are serving. A lively 4-H spirit can be maintained by visiting something of common interest together.

Purposes of Tours Are:

1. To teach 4-H project information
2. To create interest among members for different projects
3. To serve as a means of recognition to club members
4. To acquaint club members, parents and others with the 4-H opportunities offered to young people
5. To develop leadership by giving club members an opportunity to help plan and to participate in tours
6. To hold interest of club members, parents and leaders in the 4-H program

Types of Tours:

1. General - a visit by a group to club members who are conducting different 4-H projects and activities. Example: beef, electric and home improvement
2. Project - a visit by a group to club members who are conducting the same project. Example: beef or home improvement
3. Facility - a visit by a group to a place where something can be observed and studied which relates to 4-H projects or activities. Example: electric project to a power plant or frozen foods project to freezer locker plant

Planning for a Tour: Adult leader and committee of 4-H Club members

- I. Plan to teach a specific thing. Decide on type of tour.
  - A. Determine teaching objectives.
  - B. Decide where you will go, date and place.
  - C. Schedule activities. Work out definite time schedule to include starting time, time of arrival, and departure time. All members should have a copy.
  - D. Obtain necessary permission.
  - E. Make certain everyone knows what is required of him.
  - F. Plans transportation.
  - G. Stress safety.
  - H. Make provision for refreshments or lunch (when necessary)
  - I. Secure parents' permission.

During the Tour:

The chairman or leader should:

1. Acquaint the group with what will be visited and give traveling instructions.

2. Encourage each person to make notes of what he sees and hears.

3. When a tour stop is made:

    a. Call the group together.

    b. Give the purpose of the stop or visit.

    c. Introduce the person or persons being visited.

The host or hostess should:

a. Guide the group to the area to be observed.

b. Point up certain observations, explain how or what is being done, etc.

c. Answer questions.

4. Try to keep in a group when traveling and making visit stops.

5. Conduct the tour to avoid delays. Stay on schedule.

After the Tour:

A. Evaluate the tour and its preparations.

    1. Did the chairman have all members help plan the tour?

    2. Was the tour planned with a definite purpose in mind?

    3. Discuss and find out what members learned.

    4. Can members apply this knowledge to their own situation?

    5. Discuss good and bad points of the tour. What did the members like? What would they change?

B. Recognition and appreciation should be extended by leader and club members to those who helped.

WORK IN WORKSHOPS

A workshop is an excellent method for leaders to use in teaching 4-H Club members. Boys and girls learn more quickly by LISTENING, SEEING, DOING. A workshop offers club members an opportunity to learn by "making" and "doing".

Purposes of Workshops:

1. To teach skills in agriculture, homemaking, and related projects
2. To increase the club members' knowledge of the subject being taught
3. To broaden club members' interest in all phases of 4-H Club work
4. To encourage greater participation in all 4-H activities

Types of Workshops:

1. PROJECT: A workshop in which club members actually "make" or "do" something with their hands. Examples:
   a. "Making" - a calf halter, an electric lamp, corn meal muffins, a dress
   b. "Doing" - taking a soil sample, sewing on a button, making a bed, canning tomatoes

2. RECORD KEEPING:

   a. Individual 4-H record book. Example: Show how and help club members in filling out project record books--clothing, canning, etc.
   b. Achievement record. Example: Show how and help club members assemble 4-H project record books and other 4-H materials and summarize 4-H participation and accomplishments.

Planning for a Workshop:

1. Select the subject to be taught.
2. Select the club members to receive training in the workshop.
3. Decide on the date, time, place. May be determined by number attending, age, and subject taught.
4. Determine the steps to follow in teaching.
5. Decide on equipment and supplies:
   a. For which the leader is responsible
   b. For which the club member is responsible
6. Plan for lunch or refreshments (if necessary or desired)
   Example: Club members might prepare and bring sandwiches, cookies, drinks, etc.
7. Plan for an exhibit of the finished product.
   Examples:
   a. If workshop is on canning tomatoes, you might exhibit jars of other food that would be canned by the same method, such as pears, apples, peaches.
   b. If workshop is on making electric lamps, you might exhibit several other lamps that club members might make.

Conducting the Workshop:

1. Introduction

   a. Tell what you plan to do or make.
   b. Show and discuss finished article (if something is to be made).
   c. Discuss briefly articles on exhibit.
   d. Explain the importance of the particular workshop being conducted.

2. Steps in Teaching

   a. Show the group how to do the first step.
   b. Discuss the use of equipment and supplies used in the first step.
   c. Give individual help to those who may need it.
   d. Stop your class when you think it necessary to demonstrate any other steps.
   e. Repeat steps (c) and (d) until club members have finished.

3. Summary

   a. Briefly review the steps you have taught.
   b. Offer suggestions to club members for additional ways they might use what they learned in the workshop.

Follow-up Suggestions:

1. Encourage club members to continue practicing new skills learned in workshop.

2. Ask club members to bring articles which they have made at home to the next club meeting of the group. These should be of the same type as those made in the workshop.

3. Provide an opportunity for each club member who brings an exhibit to show and discuss it.

4. Train and use older club members, when practical, to help teach in workshops.

(This information on workshops was taken from the North Carolina Adult 4-H Leaders Handbook)

4-H HOME VISITS

The visit made by an adult 4-H leader to assist a 4-H Club member can "add spice" to the 4-H Club work of the club member and family. A visit will help the leader to meet and to know parents of the 4-H Club members. It will give an understanding of home and farm environments. A leader's visit is of great value for encouraging a club member to do a better job. Any leader can make an effective and worthwhile home visit.

Purposes of a leader's visit to a club member:

1. To give information
    a. Give understanding of over-all county 4-H Club program
    b. Help select 4-H project(s) and 4-H activities for the member to participate in
    c. Advise on project(s) being conducted by member
    d. Assist with 4-H record keeping of the member
    e. Give recognition to member and parent
    f. Motivate parents' 4-H interest to:
        (1) Encourage and recognize achievements
        (2) Provide opportunity for participation
        (3) Help select projects
        (4) Be familiar with 4-H and its goals
    g. Develop confidence and appreciation

2. To gain information
    a. Know the member and parents in home and farm environments
    b. Observe and discuss project(s) accomplishments and other 4-H activities of the club member
    c. Observe and discuss situations and problems

Let's plan for the visit

A leader always makes advanced preparation for the most effective visit. (The leader will need assistance from the extension agent.)

1. Have certain information on each club member.
    a. Name
    b. 4-H project(s) being conducted
    c. Parents' name and address

2. Know something about project(s) being conducted by each member.
    a. Secure and review the record book(s)
    b. Know the requirements for completion of the project(s)
    c. Secure and become acquainted with project manual(s)

3. Know each club member's and family's other interests.

4. Know the over-all county 4-H Club program and schedule of activities.

5. Definitely know the purpose of the visit.

6. Decide the most effective approach to be made.

7. Decide the time and length of visit convenient to member's and family's schedule.

8. Review previous visit made to club member.

9. Provide and prepare materials, supplies, etc. (if needed) to be used as reference during the visit.

10. Arrange with the family a time for the planned visit.

So You're Making the Visit

1. Be appropriately dressed.
2. Greet family pleasantly. Remember you are the visitor, the family the hosts.
3. Talk briefly with daughter or son about 4-H interest.
4. Remember to be a good listener.
5. As opportunity presents itself, make known the purpose of the visit.
6. Avoid idle chatter and waste of time.
7. Be modest and patient.
8. Arouse interest and create desire to take action.
9. Render service if possible.
10. Be clear in speech.
11. Bring visit to a close and leave.

How Did I Do?

Check the effectiveness of the visit by asking yourself the following questions:

1. Was purpose accomplished?
2. Or was another need more important?
3. What are plans for follow-up?

After the Visit is Made

1. Make a written comment of the visit--date, purpose and follow-up commitments made to the club member or parent visited.
2. Ask the county extension workers for information, literature or materials needed by the club member which you were unable to furnish on the visit.
3. Fulfill the commitments made to the club member visited.

VISUAL AIDS

Visual Aids Are Not New!

With the birth of television, we have heard a lot about visual aids--one might even think that they grew up together.

Actually, there is nothing new about visuals. They make use of sight, a basic means of learning. A baby learns by observing long before he can either speak or read. We have evidences of communication through visual media from as far back as the Stone Age. We get them from studying stone carvings that are still in existence. And "seeing is believeing"--a proverb known throughout the world!

Why Visualize?

All people see alike. A picture of a cow means something to anyone who is familiar with the animal, although the word itself, either written or spoken, can be understood only by people of the same language.

We have heard the old Chinese proverb, "A picture is worth 10,000 words." Do we have any evidence that this statement even approximates the truth? We do know that retention of a lecture decreases from about 60 percent at the time of exposure to about 20 percent three weeks later. When visuals have been used, the effectiveness of lectures has been increased four times. The influx of picture magazines in the past few years indicates that illustrating is not only an effective way of presenting information, but a popular one as well.

The reasons for the effectiveness of visualizing can be traced to these characteristics.

1. They hold attention.
2. They create interest.
3. They increase understanding.
4. They increase retention.

A somewhat incidental effect of visualizing has been that it gives the person who presents the material a renewed interest by giving him a new way of presenting it.

What Visuals to Use

Don't try to invent an artificial visual if you have the opportunity to use the actual object. The real object is usually easier to obtain, looks more authentic than any model, is familiar to the viewer, and does not detract as would a gadget. If you are talking about pigs, use a live pig; soil, use samples of soil; dress construction, show the actual dress.

Films--motion pictures and film strips can be used to advantage. Whenever they are used, they should be previewed first, and be followed by discussion. They are effective to establish a mood or supply background for consideration of a subject. A written script usually accompanies a film strip. The leader or one in charge of the program should be familiar with the script and be able to present it in sequence with the pictures on the film strip.

Models should be considered when the actual object is either impractical or impossible to bring to the meeting. A model is usually thought of as being a reduced scale version of the real thing, but in some cases it might be desirable to show an enlarged version. Models can be taken apart to show interior construction and can be animated to produce desired effects. Such animation should, however, not detract from the message you are trying to get across. Don't overlook toys as a good source of models.

A live graphic is a graphic presentation built up step-by-step in front of the viewer. It conveys the impression that you are building the story especially for him and allows him to follow you more easily.

If you are artistically inclined to have simple facts and figures to present, you can use a newsprint pad and a wax pencil, colored chalk, or fountain brush pen.

And don't overlook the old standby, the chalkboard. Notice that we refer to it as a chalkboard, since it is not always black. A green board and yellow chalk can also be used. You can make a simple and inexpensive chalkboard by painting the smooth side of a piece of tempered masonite with green chalkboard paint.

If you don't want to take the time necessary to write or draw your message in front of the viewer, you can use a "strip tease". Cover your points with strips of wrapping paper, and reveal them one by one by peeling off the strips of the appropriate time.

A flannelgraph works on the principle that cutouts backed with a rough material such as flannel, felt, or coarse sandpaper will adhere to the flannel. A piece of cotton flannel stretched tightly over a smooth surface will serve as the base. A dark-colored flannel will not show soil easily, and light-colored cutouts will show up well on it. A terry cloth bath towel may be used instead of flannel.

Your cutouts can be magazine illustrations, construction paper silhouettes, or simple line drawings, backed with strips of sandpaper, etc. Cutouts can also be made directly from the newer suede paper or napped rubber sheeting.

Pegboard, used extensively for store displays, offers a versatile background panel. Holes spaced either one-half inch or one inch apart will enable you to use wire hooks or paper fasteners for showing pictures, charts and posters. A series of fixtures are available for use as shelf brackets, literature holders, garment hooks, easels, etc.

Slides are being widely used. You can use both black-and-white and colored ones. Remember that a slide is static, and in order to insure movement you will need to maintain a fairly rapid pace--four to six slides a minute.

Charts and posters are commonly used. Regardless of the way in which you use them, be sure to keep them simple. One idea per poster and one comparison per chart is desirable. Use large, bold lettering and few words. Center your subject matter well.

Use Them Properly

The effectiveness of your presentation is going to depend largely on your choice and use of visuals. Pick only those that you need in order to get your points across--there is such a thing as overdoing it.

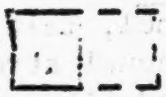
Think of visual aids as your outline in presenting your show. Select them wisely, arrange them logically, show them properly--and you will have an effective program!

NEED TO MAKE A 4-H CLOVER?

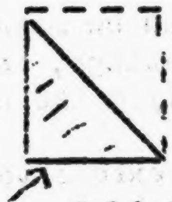
Step 1 - Use a square sheet, any size.

Step 2 - Fold it in half, bottom to top.

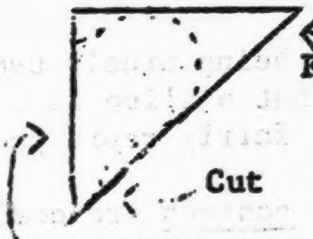
Step 3 - Fold it in half again, right to left.



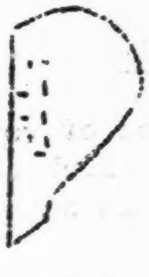
Step 4 - Fold again, diagonally, upper right to lower left. Be sure all folded edges are together, or you will cut the cloverleaf in two.


Three folded edges

Step 5 - Cut in to the folded edge and cut out the shape of a clover leaf. Getting the right shape takes practice.


Folded Edge
Cut
Three folded edges

Step 6 - Optional. Cutting the dotted line produces a cut-out H in each leaf.



200 L-14

4-H LEADER'S GUIDE

Working with 4-H Club Members
IN
Junior Leadership

OPENING THE DOOR TO 4-H JUNIOR LEADERS

A GUIDE FOR ADULT 4-H LEADERS

THE JUNIOR LEADERSHIP PROGRAM

This is a self-development program in which members, 14 years of age and over, learn the necessary skills for being of service to others. By working with younger club members, in cooperation with adult leaders, the junior leader has a chance to practice leadership.

A junior leader may participate in one of three areas--club organization, project work, or club and community activities. The junior leader's guide suggests responsibilities for the junior leader. You may suggest other duties as the adult leader. Try to fit the assignments to the age and experiences of the junior leader and the club program.

YOUR RELATIONSHIP TO THE JUNIOR LEADER

Teen-age 4-H members have developed some skills in project work. A junior leader, however, needs and wants guidance from adults. You can give him the supportive guidance by clarifying principles and establishing correct habits for leadership.

Among other things, teen-agers want to achieve some independence from parents and other adults. They want freedom to make more choices and decisions and to assume more responsibility for planning and carrying out the club program, projects and activities each year.

As junior leaders develop, the wise adult leader becomes more of an advisor and consultant and gradually allows the teen-agers to assume more self-direction. As the adult leader, you may work with five or even eight junior leaders within a large club, dividing responsibilities among them and being available as an advisor or consultant. Keep in touch enough with the situation to be sure that the young people are well-informed and carrying out their responsibilities so they will have a feeling of personal satisfaction and accomplishment.

WORKING WITH JUNIOR LEADERS HELPS--

To broaden our understanding of young people as they develop into responsible citizens in our democracy. Such broadening will increase our own concepts of the needs of young people, citizenship, and leadership.

To broaden our understanding of ourselves, as adults, and see how our needs affect the way we work with young people.

To gain inspiration and deepen our commitments as adult advisors working with youth.

To increase our ability to analyze problems and situations.

To increase our skills in working with young people.

WHY HAVE JUNIOR LEADERS

The purpose of this project is to help older boys and girls develop leadership abilities so that they may be of maximum leadership value to others. A junior leader learns by practicing leadership.

A member doesn't have to be endowed with any great leadership ability to take junior leadership as a project. The junior leader must sincerely want to develop leadership ability. Leadership is a role or function, not a group of personality traits. There may be many leaders in a particular 4-H Club. Leadership is always specific to the job.

Few 4-H Clubs have filled all the leadership spots in their club. A junior leader can assist the club at the same time he gains stature by practicing leadership.

Many junior leaders may not feel confident in assuming the responsibilities of a project leader. The guiding hand of an adult can provide confidence for both the junior leader and the members involved. The enterprising adult will give the junior leader as much responsibility as he is capable of handling and willing to accept.

YOUR RESPONSIBILITIES TO THE JUNIOR LEADER

1. First, help the junior leader select his area of work.

2. Be sure the junior leader writes out a plan of action for meeting his responsibilities. Be sure that you and the junior leader have a clear understanding of those responsibilities.

3. Schedule regular conferences with the junior leader. Advise how to put his plan in action. Be sure he is adequately prepared for each job before he begins. Keep junior leaders informed about county and state junior leader training events and encourage them to participate.

4. Help the junior leader become acquainted with resources in the community that can help him discharge his responsibilities.

5. Check the junior leader's record sheets from time to time. Encourage him to record each job as it is completed. Review and sign the completed record at the end of the club year.

6. Encourage the junior leader to re-enroll and to select new responsibilities for next year's work.

Your key to success with senior 4-H members is the ability to listen with sympathy and to discuss with teen-agers their problems on their own level. The young people always find their favorite leader ready to talk to them about the questions and problems constantly creeping into their growing, searching minds. He is the one person, they feel, who wants to understand them. He has a pair of sympathetic ears, a broad background, and he can talk easily to young people about things that interest them.

YOUR KEYS TO SUCCESSFUL LEADERSHIP

UNDERSTAND THEM

They are growing up physically, emotionally, and mentally.
They want independence but feel insecure.
They want to conform yet value their individuality.

TEACH THEM

Make your instructions clear and concise.
Start them on jobs they can do quickly and well.
Answer their questions and explain their mistakes.

ENCOURAGE THEM

Praise them when they deserve it.
Help them stand on their own feet.
Show them your enthusiasm.
As their abilities increase, give them more responsibility.

RESPECT THEM

Listen to their ideas.
Give them responsibilities when they can take them.
Avoid using them as chore boys.
Help them find opportunities for training and education.
Promote them when you can.

New Mexico 4-H Leadership Series
Number 200 L-10

Agent's Guide
for
Teaching

4-H LEADERSHIP DEVELOPMENT

TEACHING TECHNIQUES AND METHODS

Cooperative Extension Service
New Mexico State University
University Park, New Mexico

NOTE:

This series of Instructors' Guides is designed to assist agents in leader training. They were written with the idea that a county extension agent would present the unit. However, it may be possible that a volunteer person use this guide in presenting the lesson.

When a volunteer person presents the lesson, it will probably be necessary for the county extension agent to assist the volunteer in preparing for the lesson prior to the actual training meeting for the leaders.

It has been necessary to develop these instructors' guides for use under a variety of situations; thus, certain assumptions have been made about county program policy and organization that may or may not be true for your county.

To correct any error in this regard it is expected that each county staff would revise any procedure used in this guide to best meet their own county situation. Here's one way you might do it:

THINGS THAT WE IN THIS COUNTY WANT TO ADD OR SUBTRACT FROM THIS LESSON

Items to add or subtract	At what step in the lesson procedure
i.e., 1. Subtract--can serve as ex-officio members, and Add--should be members	1. Procedure IV under The Worker on No. 3 under b.

TRAINING OUTLINE

TEACHING TECHNIQUES AND METHODS

Background

A very large part of the 4-H leader's responsibility is that of teaching 4-H Club members on many fronts and in many areas. They are the teachers in our youth educational program. It is necessary that we provide for them a solid framework of information on "how to teach."

Purpose:

To equip leaders with enough information on methods and techniques so that they will have a foundation for developing real competence in teaching.

Goals:

1. To suggest some steps in teaching.
2. Teach leaders some acceptable methods of teaching 4-H members.
3. Help leaders understand how and when to use certain teaching methods.
4. Help leaders to evaluate methods used.

Materials Needed:

Pop-gun -- methods on balls.

Flash cards-creating a learning situation.

Leaders' Manual -- Teaching Techniques and Methods.

Props necessary for presenting pre-selected methods.

Leaflets -- Let's Evaluate the Teaching Method.

Suggested Procedure

Allow approximately 1 ½ to 2 hours* time.

Since it is impossible to cover all teaching methods in this time, it is suggested that the basic material be covered rather quickly, then spend the remainder of the time in more detail on one or two pre-selected teaching methods.

I. Explain purpose of meeting and what is to be covered.

II. Discuss basic principles of teaching.

III. Use pop - gun with methods pasted on balls. Have leaders submit the method found on balls. List on board and discuss advantages of each.

IV. Using flash cards, explain "ways to create a learning situation."

V. Divide leaders in groups of 4-5, or into as many groups as there are teaching methods to be stressed. Have each group work on a teaching method. Give the group a club situation as well as the teaching method they are to use and the materials needed. In a 30 - 45 minute period, using the materials as a guide, the group develops a plan.

VI. Distribute materials on teaching methods.

VII. Reports and summary -- each group will present its plan and demonstrate if necessary. Allow time to discuss the method after each presentation. The extension agent will be ready with special emphasis needed in each method. May use leaflets, "Let's Evaluate the Teaching Method."

SUGGESTED TOPICS FOR VARIOUS TEACHING METHODS

Demonstrations

How to use a thimble
How to measure dry ingredients
Making a rope halter
Making an extension cord
How to prepare an insect killing jar

Judging

Class of measuring cups
Class of measuring spoons
Class of scissors

Illustrated Talks

Selection of fabric for cotton dress
Proper curing of alfalfa hay

Workshops

Filling out record book
Sewing on a button
Threading a needle

Tours

Visit to club members' homes
Visit to meat packing plant
Visit to grocery or department store

Exhibits

To promote safety
To promote the use of milk
To promote boys and girls joining 4-H Clubs

TEACHING TECHNIQUES AND METHODS

In this training meeting we will be looking at some ways of getting ideas and information across to folks. While our emphasis is on teaching 4-H Club members, these principles are equally effective when teaching ages one to one hundred and one.

In teaching leaders to teach others, there are certain basic principles of teaching and learning that we should keep in mind and emphasize.

1. Educational research demonstrates that learning proceeds most quickly among adults or children when information reaches the learner through more than one sensory channel. Effectiveness of learning increases as one moves from LISTENING--SEEING--DOING.

2. The method should be adapted to what you are trying to accomplish.

3. Learning is facilitated and tends to be permanent when:

    A. The learner is motivated--when he has a stake in the activity.

    B. The learning is geared to the learner's level, when it is compatible with the learner's physical and intellectual ability.

    C. The learning is patterned--when the learner can see meaningful relationships between the activity and the goal.

    D. The learning is evaluated--when the learner has some way of knowing the progress he is making.

    E. The learning is integrated with personal-social development--when the learner experiences satisfactory growth and adjustment.

What do we mean by methods: Technique:

By technique we usually mean a specific procedure or device through which a teacher seeks to teach something. A gimmick--visual. Example: Pop-gun.

Method is usually thought of as that unique style a person has, his way of combining and modifying techniques so that he feels comfortable with them and gets maximum satisfaction in teaching, as well as having his members get the best possible "setting" or "stage" for learning. In this sense, a person can borrow techniques and ideas from another, but the method he uses must be his own.

CREATING A LEARNING SITUATION

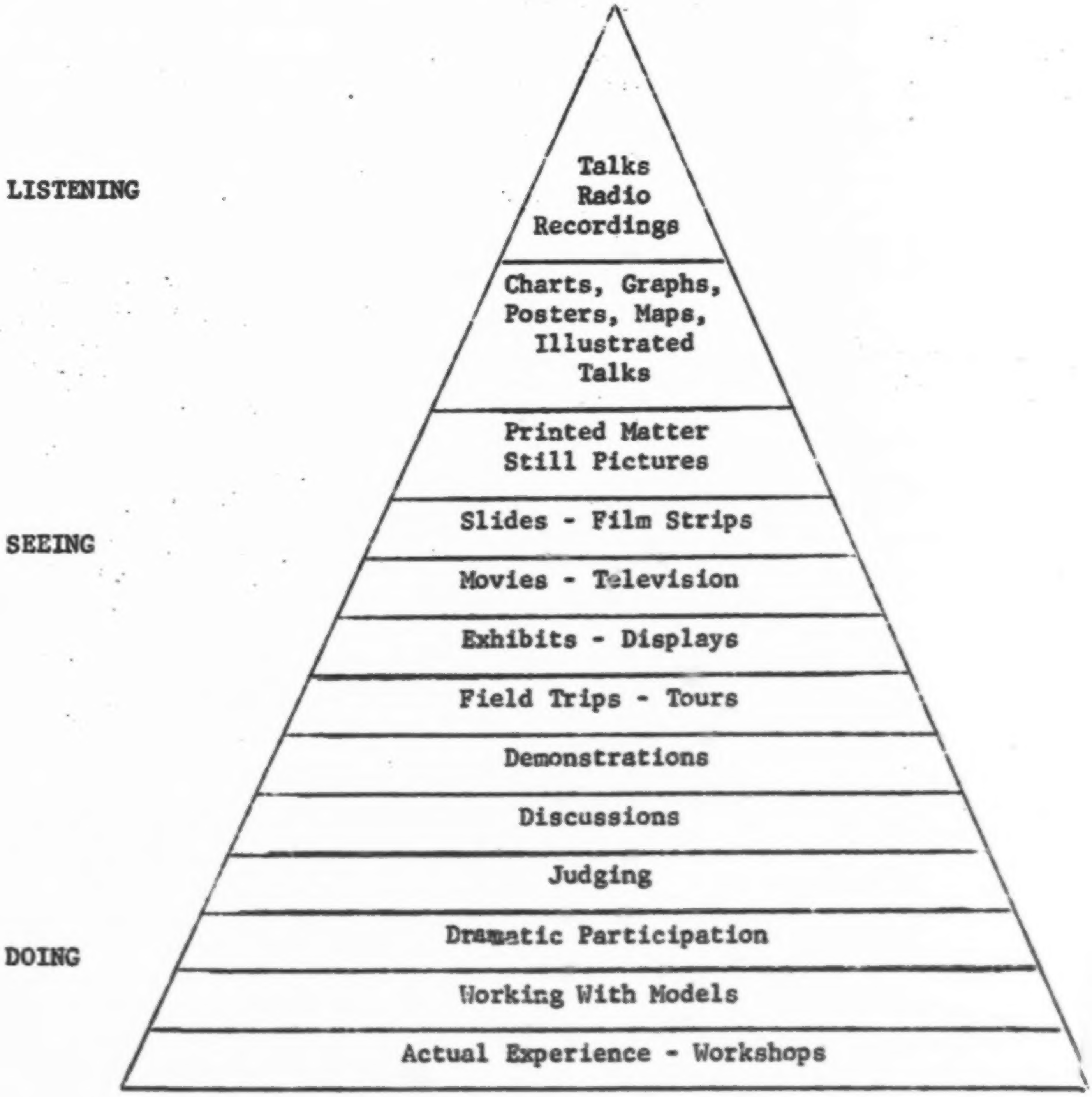
Each leader should follow certain steps in preparing for a club meeting or learning experience.

Listed below are steps which will help you create a learning situation.

Steps in Teaching	Examples, With 4-H Members
1. Make the meeting place comfortable.	1. In a school, home, or community hall, arrange chairs in circle, if possible. In a home, be sure everyone can see and hear. For a farm tour or demonstration, have a warm, dry place for meeting.
2. Get the members' interest.	2. A clothing leader might set up a simple exhibit of synthetic materials to get interest in a study of textiles. Roll calls might ask for your favorite food, some fact about electricity, the type of feed being used, etc. Post card notices of a meeting might suggest a "surprise", illustrate a demonstration, list topics to be discussed.
3. Start where the members are.	3. Begin with a question period. Find out what they are thinking about or have them make a list of all their problems.
4. Convince the learner that he should act.	4. The leader needs to make certain that the member understands just what is to be done; that he knows how it applies to his situation. The leader helps the member to feel that he is capable of doing this new thing; that it will turn out all right. Seeing other people get good results may help him to imagine better how he can do it and succeed.
5. Give every member a part.	5. Several members can be used to set up the meeting place and to handle games, singing, refreshments. Demonstrations and judging can use many members. A practice or "try-out" session should follow teaching and involve all members whenever possible. _Before_ the meeting, members can be used to help with planning and making arrangements.
6. Make teaching practical.	6. Have members work on electrical equipment which they actually use at home. Do not demonstrate care of a dairy barn or preparing a meal with more elaborate equipment than any of the members have. Use real animals, not pictures, to teach characteristics and types.

Steps in Teaching	Examples, With 4-H Members
7. Teach by association of ideas.	7. The parts of a tractor and their functions can be learned more easily if they are related to familiar objects such as the steering gear, clutch, brakes, etc. A recipe for a custard will be more easily understood if it is related to already practiced methods of cooking eggs.
8. Use a variety of teaching techniques.	8. At a sheep project meeting on grooming, show the brush, card, and shears; explain their uses; illustrate on a blackboard or poster; demonstrate the shaping of wool; let each member practice grooming a sheep; discuss results and problems.
9. Teach basic principles.	9. Rather than merely telling a 4-H crops member what fertilizer to use, explain why specific materials are needed by various plants in certain soils. Foods members should learn not just what to eat for a good breakfast, but the nutrients needed and the effect on their health and energy.
10. Make certain that the learner obtains satisfaction	10. The leader helps the member to evaluate what he has done. They discuss the advantages and various accomplishments. The leader gives approval wherever earned.

TECHNIQUES AND METHODS OF TEACHING


LISTENING
Talks
Radio
Recordings
Charts, Graphs,
Posters, Maps,
Illustrated
Talks
Printed Matter
Still Pictures
SEEING
Slides - Film Strips
Movies - Television
Exhibits - Displays
Field Trips - Tours
Demonstrations
Discussions
Judging
DOING
Dramatic Participation
Working With Models
Actual Experience - Workshops

Effectiveness of learning increases as one moves from

LISTENING-----SEEING-----DOING

Put on newsprint pad or blackboard and discuss each method.

LET'S EVALUATE THE TEACHING METHODS

Purpose of the Presentation -

What do the leaders (teachers) expect the members to learn?________________

____

Was the planning adequate?______________If not, what part needed more planning?____

Presentation -

Was the atmosphere friendly and warm?________ ________
Yes No

Was the presentation lively and interesting?______ ______

Were the equipment and facilities adequate?______ ______

Were visuals effective if used?______ ______

Was the time adequate and well used?______ ______

Effectiveness -

Did the presentation stimulate interest? ______ ______
Yes No

Was the audience encouraged to participate? ______ ______

Do you know or can you do the thing the leader was attempting to teach?

____

New Mexico 4-H Leadership Series
Number 200 L-11

COOPERATIVE
EXTENSION SERVICE

Agent's Guide

for

Teaching

4-H
LEADERSHIP
DEVELOPMENT

Recognition and Awards in 4-H Club Work

Cooperative Extension Service
New Mexico State University
University Park, New Mexico

Leader Training Outline

Recognition and Awards in 4-H Club Work

Purpose: To understand and use incentives for 4-H members which are in keeping with the educational objectives of 4-H work.

Suggested Procedure:

I. Discuss philosophy and purpose of awards and recognition.

II. Discuss criteria for appraising 4-H awards programs (National 4-H Awards Handbook).

III. Records as a basis for recognition as related to the National 4-H Awards Programs (discuss National Awards Handbook and its use--also program leaflets).

IV. Workshop - A Good Way to Assemble Records (Follow suggested arrangement in National Awards Handbook and discuss each section).

References:

New Mexico 4-H Leaders' Handbook

National 4-H Awards Handbook

Materials and Visuals:

National 4-H Awards Handbook - one for each leader

Standard Report Forms - one for each leader

Leaflets - "A Good Way to Assemble Your Records" (available for members)

Leaflets - "Make Your Story Live With Pictures" (available for members)

4-H Members' Record Books for reference and display

Visual - Paint Your 4-H Picture (available from state 4-H office)

Slides (available from state 4-H office)

Individual program leaflets for members

WORKSHOP - NATIONAL 4-H AWARDS PROGRAMS

Suggested Discussion Outline

I. What are the National Awards Programs?

   A. Specific awards programs arranged and announced by the National 4-H Service Committee of Chicago, in cooperation with the Cooperative Extension Service.

   B. The programs are sponsored nationally by various donors and business concerns.

II. What is the purpose?

   A. Incentive for good work

   B. Recognition for a job well done

   C. Opportunity to show member progress and development

III. How do we know about them?

   A. Awards handbook

   B. Member leaflets

IV. How can members participate?

   A. Fulfill elegibility rules

   B. Submit an achievement record

What goes in an achievement record? (Use flannel or slides, discussing each section.)

The best records are brief and specific. They include: the standard report form; achievement story; a summary in outline form showing total accomplishment by project areas, not by years; project and/or activity pictures; one or two pages of news clippings (shingled and hinged at top); selected records in the project area; summary of awards and recognitions; and a few of your letters or telegrams. Members should follow suggested arrangement in National Awards Handbook.

I. Cover - use green hardback cover, which is sent to counties based on number of members enrolled in third year and over. Additional record covers may be ordered from the National 4-H Supply Service.

II. Photos - include three glossy, 3½x5" head and shoulder prints. If member is selected as state winner, one picture is used for state publicity, and two are sent in book to Chicago. Members may have school pictures enlarged and use them for this. Less expensive than having a photographer do it.

III. Table of contents - use index tabs for corresponding sections in record book.

RECOGNITION AND AWARDS IN 4-H CLUB WORK

Recognition is a tool that 4-H leaders can use to help each club member have a more satisfying experience in club work. A 4-H member must have recognition that gives real satisfaction and which is the result of real effort. The eyes of the 4-H Club members should be focused on their project work, activities, helping their club, sharing their experiences, and not on the awards and recognitions. The greatest reward comes from service to others and personal achievement rather than "outdoing someone else".

As a club leader, how can we use recognition to bring about desirable growth and development of the members with whom we work? Day by day recognition of club members is important to the development of each boy and girl. There are many ways of giving recognition--a pat on the back, telephone calls, letters, a chance to preside, appearing on adult programs, helping to plan programs or activities, publicity, trips, leadership responsibilities, pins, ribbons, certificates, medals, scholarships.

WHAT ABOUT AWARDS?

Awards have been important in 4-H from its earliest beginning. In the early 1900's, agricultural and home economics work with youth, the forerunner of 4-H Club work, provided awards as incentives and recognition. Awards have since been an integral part of 4-H serving virtually the same purpose.

Frequently the value of awards in the 4-H program has been discussed and the pros and cons aired. Many times these have been clouded with personal feelings and problems rather than by thorough evaluation. However, some inquiring extension workers have felt the need for a more thorough consideration of the value of 4-H awards and have undertaken research studies designed to determine the effects of a system of awards upon the 4-H program.

The following was abstracted from reports of these studies:

THE PURPOSES OF 4-H AWARDS ARE:

1. To motivate members to achieve 4-H objectives.

2. To recognize achievements of boys and girls in attaining these objectives.

Researchers conclude awards help meet the basic needs of individuals and identify these needs as:

1. Desire for attention

2. Need for prestige

3. The wish to excel

4. Satisfaction of accomplishment

Among the many observations drawn from these studies were:

Leader Training Outline

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Visual - Paint Your 4-H Picture (available from state 4-H office)

Slides (available from state 4-H office)

Individual program leaflets for members

IV. Standard report form - the standard report form has functional value other than as a report form. It has significant merit as a tool for teaching the scope and value of programming for progress and achievement for 4-H members. It offers directions on program content, projects, activities, leadership and personal development for 4-H members.

Each National Awards program has specific objectives. The standard report form is a way of reporting progress and accomplishments of members toward these objectives. Therefore, it has a potential usefulness at every level of 4-H Club work and should be considered as a teaching tool throughout our program.

The maturity and personal development of the member can be measured by the number and type of things he selects to include in his record. His ability to select important things and to present them in an organized manner is an important part of his training. Avoid attachments to the report form. Stress the importance of summarizing. All totals should be filled in when called for.

Home Living, Teen Living, and Young Moderns projects should be listed under subject matter headings as food, clothing, home improvement, on the project page.

Standard report form should be in member's handwriting.

V. Story - follow instructions on the standard report form and in the Awards Handbook. Stress not over 2,000 words. This is from seven to nine pages, typed, double spaced. Specifically, the story should include more about what the member learned about improved practices or skills; about buymanship, marketing, and management in project areas. It should include information about service to others and should express what the total 4-H experience has meant to the member and his family.

VI. Project summary - use outline form. Do not include awards. Show specific accomplishments by projects and activities for the total club program - not by years.

VII. Pictures - use only a few of the best. Use captions to explain what the picture shows. Pictures should be related to the project or activity in the program entered. Use action pictures--before and after.

VIII. News clippings - most members include too many. Only a few are necessary for supporting evidence.

IX. Awards and recognition - summarize. See instructions in awards handbook or member leaflet. Do not include certificates of honor, etc. These could be listed in the summary.

X. Project or activity records - include representative records for the program in which your record is entered. Include one or two records from the member's early years and current years so that progress can be measured.

Neatness is very important. Your 4-H record should portray the real you. Take pride and interest in your achievement record.

AGENTS' RESPONSIBILITY

1. To be familiar with the awards programs offered in the state and nation.
2. Provide training and informational literature to leaders and members.
3. Arrange for county judging.
4. See that necessary information is in state office by due date.
5. Check record books before they are sent in for state judging to see that they are in order. The status of books sent in is a reflection of the county program and the agents in charge of it. A separate letter regarding the individual would be desirable and would be of help to the state office and judging committee.

New Mexico Leadership Series
Number 200 L-12

Agent's Guide

for

Teaching

4-H LEADERSHIP DEVELOPMENT

WORKING WITH 4-H PROJECT LEADERS

Cooperative Extension Service
New Mexico State University
University Park, New Mexico

Agent's Guide

WORKING WITH 4-H PROJECT LEADERS

Purpose:

We have a major responsibility for training 4-H project leaders, as they are the leaders largely responsible for teaching our 4-H'ers subject matter in agriculture, home economics, and related areas. If we are to train young people in recommended practices, we must be sure our leaders who are working with them are well trained.

The extension specialist in each subject matter area is your major source of technical information and specific methods. This outline is an attempt to give you some help in organizing and planning training meetings in conjunction with training in the organizational phases of 4-H Club work. It may be used in relation to the training session on leaders' responsibilities, with all the leaders or only with project leaders.

Visuals will help:

Slides with taped script - C-84, The Project Leader, available from State 4-H Office

Blackboard or newsprint - chalk or crayon pencil

Copies of leader guides, exhibits, illustrative material, etc.

References:

200 L-2, Agent's Guide, Leader Responsibilities

200 L-2A, Leader's Guide, Leader Responsibilities

National 4-H News, July, 1963, pages 12-13, "Project Experts Back Leader Efforts"

200 Cc-2, Developing 4-H Clothing Leadership - Agent's Guide

Suggested Project Leader Training Outline (page 4 of this guide) and 4-H Project or Work Meeting (page 5)

Suggested Procedure:

I. Discuss leadership patterns

   A. Project clubs

   B. Mixed clubs or community clubs

II. Discuss roles and responsibilities of project leaders

   A. In relation to other leaders in club (organizational, activity, etc.)

III. What helps are available for project leaders

   A. Training by agents

      1. Teaching methods

      2. Project subject matter

   B. Leader's guides (project requirement handbook and project leader guides)

   C. Member's project books

   D. Project articles or illustrative material available from county extension office

   E. Printed circulars other than project or leader literature

   F. Resources outside extension (other agencies or individuals, commercial concerns, etc.)

IV. Determine training needs of project leaders

V. Make plan of action for training

WHO - WHEN - WHAT - HOW

THE 4-H PROJECT LEADER

Discussion Outline

Role:

The primary role of the project leader is to help members with their projects. You have a cooperative role with other leaders in the club for the over-all club program.

Leadership Patterns

How many project leaders should your club have? This will vary with the size of the club and the different types of projects being carried by the members. It depends on whether the club is strictly a one-project club of one sex, or a mixed club of boys and girls taking different projects. It is usually preferable for one leader to be responsible for only one, and not more than three projects. The important thing is that each leader should have a specific job, and that all leaders within the club understand the responsibilities of the others.

(Refer to leaflet, "Leadership Patterns" and discuss possible leadership structures as they fit your county situation.)

Project Leader Responsibilities:

The project leader is responsible for all phases of the project which he is leading. Specific responsibilities will be determined by the number and types of leaders in the club. If you have junior leaders in your club, remember they can be given definite responsibilities for project work. Refer to Leader's Guide 200 L-2A, 4-H Leader Responsibilities, for information regarding the responsibilities of the different leaders within the club. The leaders for your club may get together to determine responsibilities, and get together occasionally to discuss the over-all club program.

Help You Will Receive

The main leader of your club will work with you in many ways. Your county extension agents will help you primarily through leader training meetings. Other experienced or "key" leaders may also be of help.

Leadership Patterns for Community 4-H Clubs

Each Leader should have a Specific Job

1. THE MINIMUM PATTERN WITH THREE LEADERS

THE MAIN LEADER

Man or Woman
Is Leader of the club and club activities

Boys' Project Leader

Man
Leads in all projects and
usually in transportation

Girls' Project Leader

Woman
Leads in all projects

2. AN EXPANDED PATTERN WITH SEVERAL LEADERS

THE MAIN LEADER

Same as shown above

Boys' Project Leaders

Each leads 2 of the 4 most popular projects. Gives some help to others.

Activity Leaders

Method Demonstration.

Recreation (works with committee).

Girls' Project Leaders

Each leads 2 of the 4 most popular projects. Gives some help to others.

3. A MORE IDEAL PATTERN WITH SEVERAL LEADERS

THE MAIN LEADER

Same as shown above

Boys' Project Leaders

Each leads in 1 of the 3 most popular projects. Gives some help to others.

Personal Development

Primarily for Sr. boys and girls.

Activity Leaders

Method Demonstration.

Recreation (works with committee).

Girls' Project Leaders

Each leads in 1 of the 3 most popular projects. Gives some help to others.

(May be illustrated on blackboard according to patterns in your county now and as you would like to see them.)

SUGGESTED PROJECT LEADER TRAINING OUTLINE

Home Living I Project Requirements
(may be adapted to any subject matter project)

I. Purpose of meeting

   A. To help leaders understand the project requirements

   B. To help leaders plan to get the project work done

   C. To inform leaders of helps available

   D. To plan with leaders other project training meetings

II. Discuss importance of planning for each meeting

   A. Discuss requirements for project

   Visuals: Exhibit of project work--dust mit, sewing equipment, towel, apron, foods, table setting, etc. (posters of foods requirements may be used)

   B. Discuss leader's guides to Home Living I projects (foods and clothing)

III. Planning to get the job done

   A. Determine leader's responsibilities

   Project or phase of project for which leader is responsible (illustrate leadership structure for club)

   B. Divide leaders into groups according to project responsibilities

      1. Leaders make plan of work for each meeting.

      Follow outline in project book and leader's guides.

      2. Write down plan.

      3. Report plan back to group - should also be given to or discussed with parents and members.

   C. Discuss plans for additional training.

Materials needed:

Club enrollment forms
Dates for club meetings - county events
Home Living I project books
Leader's Guides - clothing and foods
Visuals - articles made in project - posters, charts, etc.
Blackboard or newsprint pad
Program planning forms

Note: If clubs are organized, the mothers of the girls might also be invited to this meeting so they will better understand the project requirements, and the leader's responsibilities.

4-H PROJECT OR WORK MEETINGS

Suggested Procedure:

Roll Call

Brief explanation of work to be done at meeting

Review instructions in project book.

Divide members into work groups and assign work space.

Be sure to call the attention of the whole group when an important step is being done by one or a group of members. Examples: a method of mixing; a technique in sewing.

Summary

If a product or project is completed during the meeting, discuss the good and poor points (judging) of the item or work.

Homework assignment--what to do or make by the next meeting

A demonstration should be given if members didn't practice at the club meeting.

Next meeting (members should write down)

When
Where
What is to be done
What to bring

Note: This outline may be adapted to fit your situation and duplicated as discussion and/or handout material for project leaders.

New Mexico 4-H Leadership Series
Number 200 L-13

Agent's Guide

for

Teaching

4-H LEADERSHIP DEVELOPMENT

Planning Local 4-H Club Activities and Events

Cooperative Extension Service
New Mexico State University
University Park, New Mexico

LOCAL 4-H CLUB SPECIAL EVENTS AND ACTIVITIES

AGENTS' GUIDE

Purpose:

* To give local 4-H Club leaders suggestions on club events and activities to participate in.
* To teach local 4-H Club leaders how to plan events and activities.
* To improve the 4-H Club program through well-conducted events and activities.
* To stress importance of local leaders in giving guidance to 4-H members in choosing club activities.

Presentation Method: Discussion and role playing

Time: 75 minutes minimum

Materials Needed:

1. Pencils
2. Paper for committee members' use
3. Worksheet - 200 L-13a - one per leader
4. Leaders' Guide - 200 L-13A - one per leader
5. Copy of National 4-H News
6. Copy of 200 A-13, "New Mexico 4-H Sunday Observance"
7. Copy of USDA PA 376, "Highlighting the Heart H in 4-H"
8. Flannelgraph board and blackboard or large pencil pad, chalk or pencils
9. Flannelgraph visuals No. 1 - 8
10. Agents' Guide for instructor
11. National 4-H Club Week Packet
12. National 4-H Club Week Poster

A SUGGESTED PROCEDURE IN PRESENTING TRAINING SESSION

(Leaders' Guide may be used as text)

Have the meeting place set up with ample seating space around work tables if possible. Set up flannelgraph board and blackboard or large pencil pad at front of room for instructor's use. Place flannel visual #1 on board prior to starting the session. During the role-playing period, a work table and five chairs will be needed.

I. Purpose and importance of a training session on 4-H Club events and activities

II. What are events and activities

III. Planning for activities and events

- A. Importance of planning
- B. Who plans
  - 1. The entire club (use flannelgraph #2 here)
  - 2. Program committee (use flannelgraph #3 here)
- C. Involve all members (use flannelgraphs #4, 5, 6, 7 and 8 here and tie in with point D.)
- D. Divide and define responsibilities
- E. Guidance to members in choosing activities

Stress the importance of maintaining a good image of the 4-H program through all 4-H activities.

IV. Informing the public

- A. Inform news media of all special events
- B. Radio, TV, civic and service clubs
- D. National 4-H News

Show leaders a copy. This magazine is interested in receiving stories of club activities. The magazine is also a valuable source of ideas on activities. Is this 4-H publication available to your leaders? If not, you might wish to secure a sponsor for subscriptions and make an announcement to the leaders that they will have this source of information coming to them monthly. The leaders would appreciate this.

At this point in the session, inform leaders of county policies on submitting stories to news media. That is, should articles be sent to the county agents' office or direct to newspaper, radio, etc.

V. Events - what are some events your club may participate in?

Use group discussion. As leaders give events, write them down on the blackboard or large pencil pad. Use the suggestions in the leaders' guide to supplement those of the leaders.

A. National 4-H Club Week

Show leaders material from packet prepared by the federal 4-H office as well as poster provided by a national sponsor. Tell how posters will be distributed in county. Also give policies on securing proclamation from mayor or others if taken care of by county 4-H council.

B. National 4-H Club Sunday

Give date, have a copy or copies of manual 200 A-13 and USDA PA 376 available to show leaders sources of information.

C. 4-H Club achievement day

D. Recreational events

E. Tours

F. Parents' night

VI. Activities - what are some activities your club may participate in?

Use the same procedure here as you did with events, asking the leaders for suggestions. You might want to write down the headings, such as community service, fund raising, etc., then let the leaders give their suggestions under the different headings.

A. Community service activity

B. Fund raising

C. Health

D. Safety

E. Civil defense

F. International projects

VII. Role playing - planning an activity

Select five leaders or get five volunteers to play the role of a 4-H committee with the responsibility of choosing and planning a local 4-H Club activity. Have chairs and table set up with chairs facing the audience. Place the following names on the leaders participating: (1) adult leader, (1) committee chairman, and (3) committee members.

Situation - the program planning committee of the Go-Getters 4-H Club proposed in the club program that one activity be conducted during the year. This was approved by the club and the president appointed a committee of four members to choose and work out plans for this activity. Your committee meeting today is to select an activity and make necessary plans for conducting it.

Give each role player and leader in the audience a copy of 200 L-13a, which contains information on the club that will be helpful to the committee in planning an activity. Allow the committee three minutes to read over the information sheet and then turn the meeting over to the chairman. Allow twenty minutes for the meeting.

At the close of the committee meeting, instructor takes over and conducts a brief critique discussion with audience and role players.

VIII. Evaluation

IX. Summary and questions

A. Allow time for questions and discussion.

B. Encourage leaders to give guidance to local club in conducting at least one activity a year.

C. Give each leader present a copy of the Leaders' Guide, 200 L-13A; give a brief summary of what it contains.

D. Announcements - dates for county events coming up soon, as well as date, location and topic for next leader training session.

E. Show appreciation for leaders' attending.

200 L-13a

WORKSHEET - PLANNING LOCAL 4-H CLUB EVENTS AND ACTIVITIES

4-H Club Data

Go-Getters 4-H Club, Santa Fe, New Mexico. Mixed club consisting of 25 members (15 girls, 10 boys) ranging in age from 10 to 16. Members and their ages are:

Jim Bell - 16
Theresa Gonzales - 16 - president
Cecil Brown - 16 - treasurer
Lydia Medina - 15
Christine Salazar - 15
Albert Martinez - 15 - reporter
Charlene Rivera - 15
Pat Bell - 14
Mikie Collins - 14
Henry Trujillo - 13 - vice-president
Mary Ann Rivera - 13
Becky Stam - 12
Suzanne Lamb - 14 - recreation leader
Michael Medina - 12
Patsy Harris - 12 - secretary
June Porter - 12
Mable Collins - 11
Robert Vigil - 11
Richard Trujillo - 11
Joe Martinez - 10
Betty Williams - 10
Patsy Rivera - 10
Alice Porter - 14
Bill Judd - 10
Elsie Smith - 12

The leaders are: Mrs. A. L. Martinez, organizational leader, and project leaders Mr. and Mrs. B. A. Harris and Mrs. P. T. Rivera.

Your group is a committee appointed by the president to choose and make necessary plans for a club activity. You may use other members of the club to help carry out the activity. A committee meeting has been called by the chairman to follow through with this assignment. Project leader Mrs. B. A. Harris is attending your meeting.

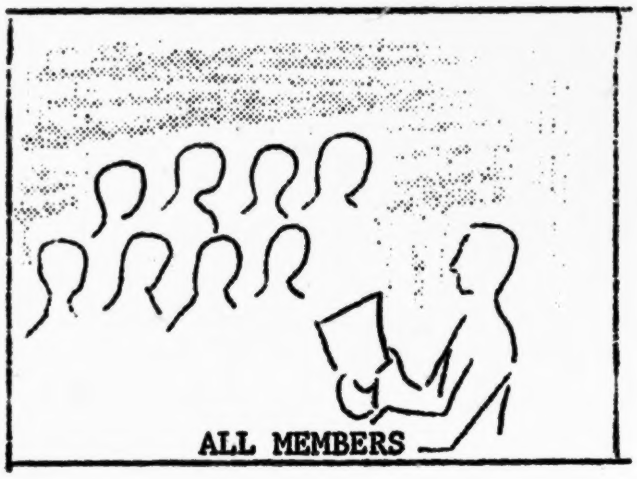
Good luck in your committee meeting.

VISUALS - LOCAL 4-H CLUB EVENTS AND ACTIVITIES

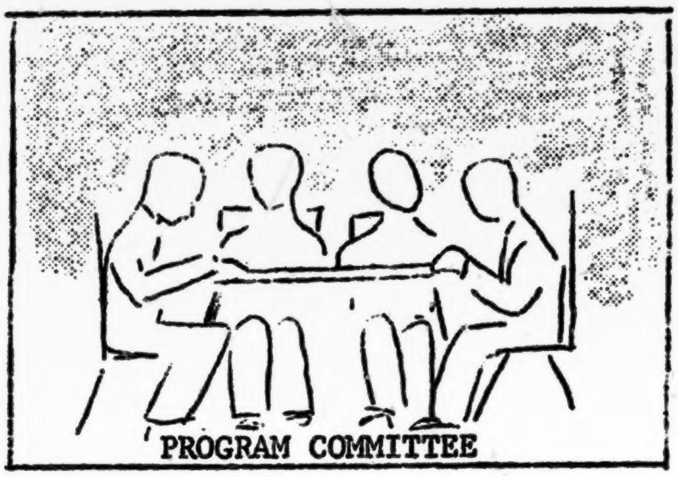
#1

LOCAL 4-H CLUB EVENTS AND ACTIVITIES

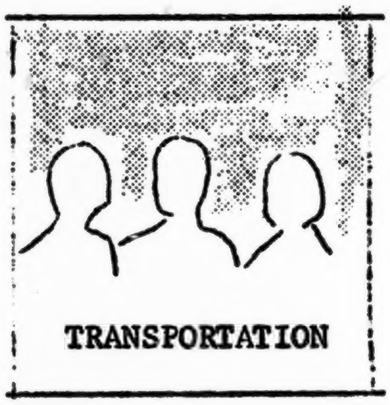
#2


ALL MEMBERS

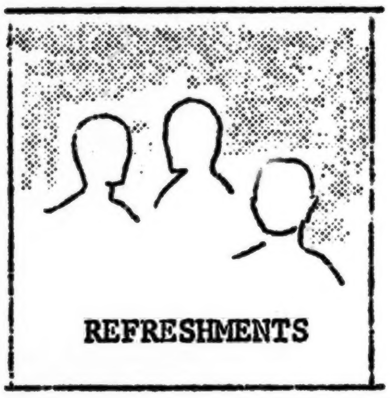
#3


PROGRAM COMMITTEE

#4

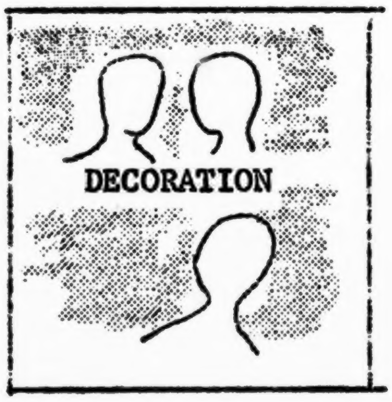

TRANSPORTATION

#5

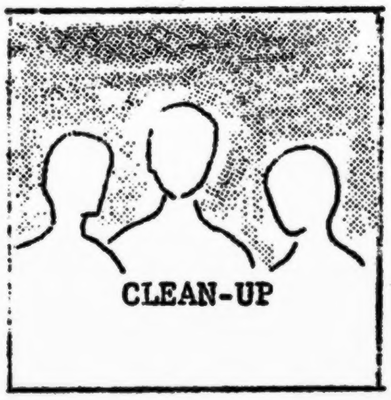

REFRESHMENTS

#6

#7


DECORATION

#8



ADULT LEADER

CHAIRMAN

COMMITTEE MEMBER

(three of these)

New Mexico 4-H Leadership Series
Number 200 L-1

COOPERATIVE EXTENSION SERVICE

Agent's Guide
for
Teaching

4-H LEADERSHIP DEVELOPMENT

4-H HISTORY - PHILOSOPHY - OBJECTIVES

Cooperative Extension Service
New Mexico State University
University Park, New Mexico

RC002429

NOTE:

This series of Instructors' Guides is designed to assist agents in leader training. They were written with the idea that a county extension agent would present the unit. However, it may be possible that a volunteer person use this guide in presenting the lesson.

When a volunteer person presents the lesson, it will probably be necessary for the county extension agent to assist the volunteer in preparing for the lesson prior to the actual training meeting for the leaders.

It has been necessary to develop these instructors' guides for use under a variety of situations; thus, certain assumptions have been made about county program policy and organization that may or may not be true for your county.

To correct any error in this regard it is expected that each county staff would revise any procedure used in this guide to best meet their own county situation. Here's one way you might do it:

THINGS THAT WE IN THIS COUNTY WANT TO ADD OR SUBTRACT FROM THIS LESSON

Items to add or subtract	At what step in the lesson procedure
i.e., 1. Subtract--can serve as ex-officio members, and Add--should be members	1. Procedure IV under The Worker on No. 3 under b.

TRAINING OUTLINE

4-H HISTORY - PHILOSOPHY - OBJECTIVES

Background

The common image of 4-H Club work in the minds of average citizens is a cute little boy or girl with his or her arms around a calf, or a 4-H girl who has won the dress revue, or the highly publicized winners of contests. They have little idea of who is involved, who finances it, or what its purposes are.

Let's give these new leaders some of the real purposes of 4-H, beyond the glamour which hits the newspaper and radio. It is also important that they receive a picture of the 4-H program with all the aspects, such as projects, activities, exhibits, etc., in their proper perspective.

Procedure

I. Discuss purpose, history, and organization of the Cooperative Extension Service and 4-H Club work (Section I).

II. Cover objectives (Section II). May use Youth Development slides, or capsules containing objectives which leaders read. Explain how each objective is accomplished.

III. Present "Building a 4-H Citizen" (Section III).

IV. Summarize.

Objectives

1. To understand and appreciate the basic philosophy of 4-H Club work.
2. To acquaint leaders with the history and structure of the Cooperative Extension Service and 4-H--county, state, federal relationship.
3. To know the basic objectives of 4-H.
4. To stress the importance of getting the various segments of 4-H in the proper perspective.

Tools to Help You

Slides on Youth Development (available from State 4-H Office) - script is attached.
List of Objectives (attached)
Flannelgraph showing structure and relationship - available from State 4-H Office
Visual, Building a 4-H Citizen - available from State 4-H Office
USDA poster - available from State 4-H Office

References

New Mexico 4-H Leaders' Handbook
Reck, Franklin, The 4-H Story
USDA AIB Gertrude L. Warren, Building a Better America Through 4-H Clubs
Kelsey and Hearn, Cooperative Extension Work
Selected Readings and References in 4-H Club Work, published by the National Agricultural Extension Center for Advanced Study, University of Wisconsin
USDA PA369, Working Together for 4-H and the Nation

Note: This topic has been written in three sections--Section I, 4-H History and Organization; Section II, 4-H Philosophy and Objectives; and Section III, Building a 4-H Citizen. Depending upon the time allotted and your audience, these sections may be used together or separately, or in combination--that is, Section I and II, Section I and III, or Section II and III. The method of presentation, too, may be varied according to your audience--new leaders, parents, civic groups, etc.

4-H HISTORY, PHILOSOPHY, AND OBJECTIVES

SECTION I - 4-H History and Organization

Procedure	Script
Display USDA poster.	The 4-H Club program is a part of the national educational system of the Cooperative Extension Service, in which the United States Department of Agriculture, the state land-grant colleges and universities, and the counties share.
	The Cooperative Extension Service is the field educational arm of the United States Department of Agriculture and the state land-grant colleges and universities. It is supported by federal, state, and local funds.
	In 1914, Congress passed the Smith-Lever Act. This act gives the purpose of the Cooperative Extension Service in these words: "To aid in diffusing among the people of the United States, useful and practical information on subjects related to agriculture and home economics, and to encourage the application of the same. Cooperative Extension work shall consist of giving instructions and practical demonstrations in agriculture and home economics to persons not attending or resident in said colleges."
	Four-H Club work has been a successful method of working with young people for over 50 years. It gives experience and training to boys and girls in rural and urban areas that supplements the training they receive in the home, the school, and the church.
	Four-H Club work grew out of a situation and a need at the turn of the century. Scientists at all land-grant institutions were then much concerned with the lag between the development of new information and methods developed at the experiment stations, and their adoption on the farms of the states.
	Boys' corn clubs started in the early 1900's, following Seaman A. Knapp's crusade in the south. Later girls' tomato clubs, which included canning, laid a foundation for modern home economics projects.
	Four-H Club work started in New Mexico in 1911, with the organization of a corn club near the state college. However, it was early in 1912 that a formal plan of organization was outlined for "Boys' and Girls' Industrial Clubs." Outlines of club work in crops, bread, and sewing were published and sent out over the central and eastern sections of the state. In January of that year, the New Mexico Agricultural College--now

Procedure	Script
Localize by giving the history of 4-H in your county.	New Mexico State University--and the Santa Fe Railway ran an agricultural train on all parts of the Santa Fe Railway in the state. This "demonstration train" ran from Anthony to Raton, from Albuquerque to Clovis, and from Clovis to Carlsbad. Special sessions were held for young people, in which boys' and girls' club work was discussed, and when active interest was shown, clubs were organized. We have come a long way since that early beginning. We now have 4-H Clubs in every county in the state, with over 9,000 members. Over 1000 adult 4-H Club leaders help in guiding these young people in their 4-H Club work. Nationally, there are over two million boys and girls participating in the program, and more than four hundred thousand volunteers serve as leaders. Similar type programs have been implemented in over 70 countries in the world.
Flannelgraph	We have said that the official framework supporting 4-H Clubs, as in other extension programs, centers in a three-way partnership of the United States Department of Agriculture, the state land-grant colleges and universities, and the county governments. Each of these has a unique and important place to fill. Let's illustrate.
Put up section showing 4-H member.	The primary aim of 4-H is the development of boys and girls. I. Back of each 4-H member, giving help and support in addition to the parents, is the 4-H Club leader. This leader is the key to: A. Success of the program B. Kind of experience the club member receives The leaders need to be trained and provided with materials.
Put up section - county extension staff	II. Back of the leader, then, stands the county extension staff. A. County staff division of responsibilities to support leader--man agent, woman agent, associate and assistant agents--each may give part or full time to 4-H Club work. (Discuss as it applies to your county.) B. Assist leader in organizing clubs and providing materials needed. C. Provide training for leaders in projects, philosophy and organization.

Procedure	Script
	D. Help leaders in planning and conducting 4-H activities (camp, tours, etc.) E. Assist leaders with leaders' organization. F. Help leaders conduct recognition programs--achievement meetings, contests, local exhibits of projects, etc.
Put up section--New Mexico State University	III. Back of the county staff is the staff of the New Mexico State University. The county staff is a part of the New Mexico State University faculty. State Extension Service subject matter specialists and supervisors give leadership in the various 4-H home economics and agricultural projects, as well as for adult extension work. These specialists prepare literature, cooperate on events related to their project fields, help train the extension agents, and advise on state assistance given 4-H volunteer leaders. The state 4-H staff coordinates the overall 4-H program in the state.
Put up section--U.S.D.A.	IV. Back of the New Mexico State University specialists and county staff is the United States Department of Agriculture with its many divisions, particularly the Federal Extension Service, to give national leadership. The division of 4-H Club and YMW Programs in the Federal Extension Service offers overall program leadership, in cooperation with the states, to develop policies, plans, programs, and operations in the field. Fortunately, it is easier than it might appear for the Department of Agriculture and the Extension Service in the 50 separate states and Puerto Rico to work out effective common policies and programs. The objectives of extension youth work are an important example of joint analysis and action by state and federal workers. Let's discuss these objectives. (See section on philosophy and objectives.)
Friends-organizations and individuals	Explain how the National 4-H Service Committee and National 4-H Foundation work with the Extension Service in promoting 4-H youth development on a National basis. Also how various organizations and individuals in the state and on the local level support the program.

SECTION II - Philosophy and Objectives

Suggested Script for Youth Development Slides

The future of any society depends on how well it prepares its young people to make the decisions and carry the responsibilities of mature citizens. Chance and circumstance cannot be counted upon to provide this experience that will help young people become useful, well-informed, self-reliant, responsible adults. They need our help.

Scope Slides:

1. Youth Development is a responsibility of all extension workers.

2. The official framework supporting 4-H Clubs, as in the other extension programs, centers in a three-way partnership of the U. S. Department of Agriculture, the state land-grant colleges and universities, and the county governments. In addition, thousands of capable and public-spirited men and women and older young people contribute valuable time, effort and money each year to help youth to help themselves, and to further the prestige and influence of the 4-H program.

3. Youth Development, as we see it today, is broader and deeper than our traditional 4-H Club projects and activities.

4. It is for all youth--farm, urban, suburban.

5. The primary aim of the 4-H program and other extension work with young people is to provide opportunities for mental, physical, social, and spiritual growth. Informal education provided by the Extension Service uniquely supplements the training received in the home, school, church, and other youth-serving agencies.

6. The following objectives are ways to achieve the basic values inherent in 4-H since its earliest beginning. Four-H'ers are growing up in a fast-changing world. This new list of objectives is the result of more than two years of intensive work by state and national 4-H leaders. They attempted to face realistically the personal qualities 4-H'ers will need, to be effective citizens in the world of today and tomorrow.

7. Objective 1,

   Acquire knowledge, skills, attitudes, for a satisfying home and family life.

   The 4-H program is a home-centered educational program. It should strengthen family ties and help young people to prepare for successful marriages and homes of their own. Four-H has much to offer young people in projects directly related to the daily tasks they will face in caring for their homes.

8. Objective 2,

   Enjoy a useful work experience, together with the responsibility and satisfaction of personal accomplishment.

   Useful work projects have been a part of 4-H Club work since its beginning. Work habits established in 4-H projects have carry-over values that are respected by employers and the general public. Sound work habits lead to worthwhile accomplishment and pride in personal achievement. Responsible citizens must learn to contribute effectively in the economic life of the communities in which they live.

9. Objective 3,

Develop leadership talents and abilities to reach optimum citizenship potentials.

Four-H'ers learn how to participate effectively as members of groups. By such participation they learn to help the 4-H Club reach its goals and thereby, develop desirable leadership talents and skills. Such leadership traits are easily transferred to other areas of life. Four-H'ers can help fill the ever-increasing demand for skilled leaders and effective citizens.

10. Objective 4,

Appreciate the values of research and learn scientific methods of making decisions and solving problems.

Scientific methods are increasingly important in all walks of life. Four-H'ers need to be trained to understand the "why" of the physical and biological world around them, as well as "how" to do things. Only in this manner can they be prepared to manage their resources wisely and make the best use of their abilities.

11. Objective 5,

Develop an appreciation of the importance of scientific agriculture and home economics and their relationships to our total economy.

Agriculture provides the foundation for man's food, clothing, and shelter. In total, agriculture and its related commerce and industry make up 40 percent of our national economy. It involves 40 percent of the total work force. This 40 percent is intertwined with all other segments of the economy. Four-H'ers have many opportunities to learn firsthand the importance of this part of our economy and to appreciate the major contributions of science in better agriculture and better homes.

12. Objective 6,

Explore careers related to agriculture and home economics and recognize the need for continuing education.

"I like 4-H'ers because they are dedicated to excellence." This statement made by former president Eisenhower is both a compliment and a challenge. The challenge is "To Make the Best Better" through continued study, both formal and informal. In future years 4-H'ers will need to choose their careers wisely and make substantial preparation for these careers. Four-H can help acquaint members with the work opportunities both in the local community and in places far away. In exploring the many available careers, 4-H'ers should be helped to see the many opportunities in fields closely allied to their interests and abilities acquired at an early age. In many of these fields they already have a head start.

13. Objective 7,

Appreciate nature, understand conservation, and make wise use of natural resources.

New Mexico 4-H'ers are especially blessed in their opportunity to enjoy the world of nature. Through 4-H they should learn the fundamentals of wise use of these natural resources through camping, tours, and other interesting programs. The very life of future generations depends on adequate educational efforts in conservation in the years immediately ahead.

14. Objective 8,

Cultivate traits of healthful living, purposeful recreation, and intelligent use of leisure time.

Some 4-H'ers growing up today may have only a 30-hour work week. What they do with their leisure time will determine to a great extent their character and their enjoyment of life. Habits of healthful recreation built into young people will stay with them all of their days. Wholesome recreation is needed as a balance to demanding work and it helps to keep the mental tone for the individual. Besides, nobody appreciates good clean fun more than young people.

15. Objective 9,

Develop personal standards and philosophy of life based on lasting and satisfying values.

The "Heart" H in 4-H relates to citizenship and concern for the welfare of others. As a supplement to the home, church, and school, 4-H stresses honesty, integrity, and high standards for the individual and the group. Four-H helps young people to strive continuously to be at their best.

16. Objective 10,

Develop attitudes, abilities, and understanding for working cooperatively with others.

Getting along with others is one of the big tasks all young people must learn as they mature. Four-H provides a real laboratory for members to learn these valuable lessons with the sympathetic counsel and guidance of friendly adult leaders. Friendships grow and the ability to make friends increases as 4-H'ers work together. These friendships can be one of the lifelong extra dividends resulting from 4-H participation.

Being a Friend to 4-H'ers

Adult 4-H leaders are especially privileged to share in the growth and development of young people in their formative years. As advisors, counsellors, teachers, and inspirers, every leader has much to give 4-H members as they strive to reach these challenging educational objectives. But, the most important job of all is being an adult friend with patience, understanding, and love.

SECTION III - Building a 4-H Citizen

Procedure	Script
Building a 4-H Citizen	As we have said many times, the big objective in 4-H Club work is the building of better boys and girls--better citizens, so there is a job for all 4-H leaders (top sign).
	How long will it be before many of these 4-H'ers of today will be the farmers, teachers, school board members, and community leaders of tomorrow?
	Four-H leaders have the privilege and responsibility to help develop our boys and girls into fine citizens.
Boy	We have here a boy. We will let this boy represent all 4-H members, and we want to see how the various phases of the 4-H program help build him into a 4-H citizen. Now we are going to let the articles of clothing he wears represent certain parts of the overall program.
Trousers - projects	Just as the trousers are a basic part of the costume, so are the projects basic in 4-H Club work. We know that generally the project is carried on with some help at the club meetings and some help and guidance from the parents.
	Club members select projects suited to their needs and interests. If dairying is the major project as the club members develops in experience, he will usually grow some feed for his cow. Or if gardening is the project selected by the girl, she will want to learn to cook and can or freeze the vegetables she has raised. (Give other illustrations from your county.)
Belt - parents	We are letting the belt represent the parents, since they can give support to both the leader and the member in assisting with the project work. Parents can help to hold the interest of the boy and girl in 4-H Club work.
	Dr. C. B. Smith, one of the founders of 4-H Club work, said, "Extension agents and local leaders may kindle the flame in youth to take up 4-H work, but it takes the good will and help of parents to keep the fire burning." (Explain further; give other illustrations.)
Socks - meeting, work, fun	Next we are going to put on this young man's socks. The socks represent the club meetings. One sock to be the work part of the meeting, and the other to be the fun or recreation. Both are essential in a 4-H Club meeting, just as both socks are essential to complete the costume. (Give illustrations.)
Shoes - program, leader	Now his shoes, one of which represents the leader, and the other the program for the local club.

Procedure	Script
	Both a leader and a program are essential to a good club - one without the other would limit the club's activities the same as the young man would have to cripple along with only one shoe.
	Just as the shoes provide the foundation for our young man, the program and especially the leader provide the strong foundation for 4-H Club work. (Give illustration.
Shirt - judging, demonstrations	And now comes the shirt. With every shirt two sleeves, one sleeve is to represent demonstrations and one judging. The club members who really get the most out of 4-H, roll up their sleeves and do some of the extra things. Those who have given demonstrations have developed a self-confidence and a sense of satisfaction that comes from showing and telling others. Experience in judging helps to develop independent thinking and judgment and a certain tolerance for opinions of others. (Give illustration.)
Tie - exhibit	And now for the tie, the "showy" part of the costume, just as the exhibit is "the show" in 4-H. The fact that the exhibit is the show...the thing that people can see, and the thing that gets so much publicity, is it possible that we may be giving it more than its share of importance in the program? If so, they the tie for this young boy would have to be large enough to cover the whole front of his shirt, and would be covering up some of the other important parts of the club program. (Explain. Give illustrations.)
	Should not the 4-H exhibit be given about the same proportion of emphasis in the club program as the tie gives to the costume?
Hands - service	Four-H members pledge their hands to larger service; with their hands they do their project work; with their hands they are of service to their club members, parents and community. (Give illustrations)
Hat - achievement	Now, the achievement can top off the year's program; the purpose being to give recognition to all members and leaders, and to let the community know what their own boys and girls have accomplished.
	Records
	Just as the exhibit tells the story of the project, the record more nearly tells the story of the entire accomplishment of the club members.
	Just as the boy may have a number of well-chosen articles in his wardrobe and may need help in putting them together to make a pleasing effect, so the club member may have achieved in many phases of club work, but he

Procedure	Script
	will likely need some help in putting his record together to tell the best story. (Give illustration.)

Summary

The worst way to live is beyond our means--just as our young man here might spend more money for some articles of clothing than is wise for him, some club members may spend too much time on some one or two phases of club work. For instance, he may carry more projects than he should; he may over-emphasize judging to the exclusion of demonstrations.

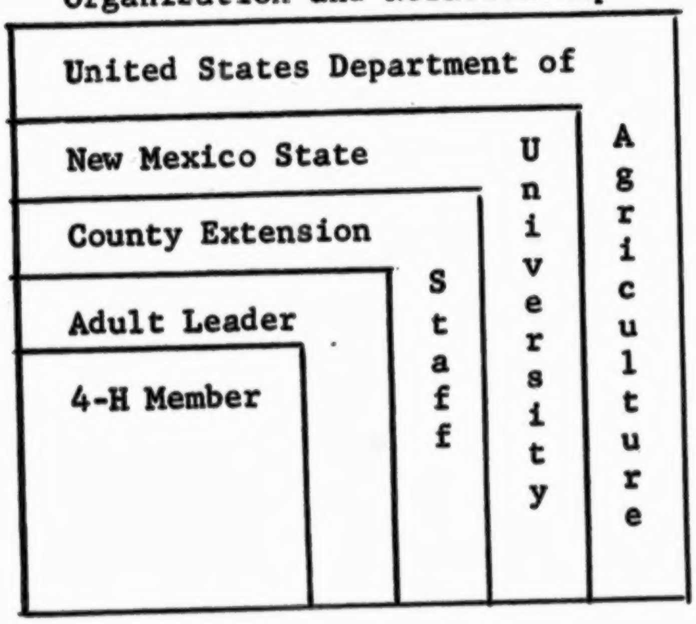
If we are going to develop well-rounded boys and girls into good citizens, they will need to have some experience in various parts of the club program.

Our job as leaders is to provide a well-rounded 4-H program. It is no better judgment to carry so many projects and have no time for recreation (picnic, camp, joint meeting, parties) than it would be to wear two pairs of trousers and leave off one sock.

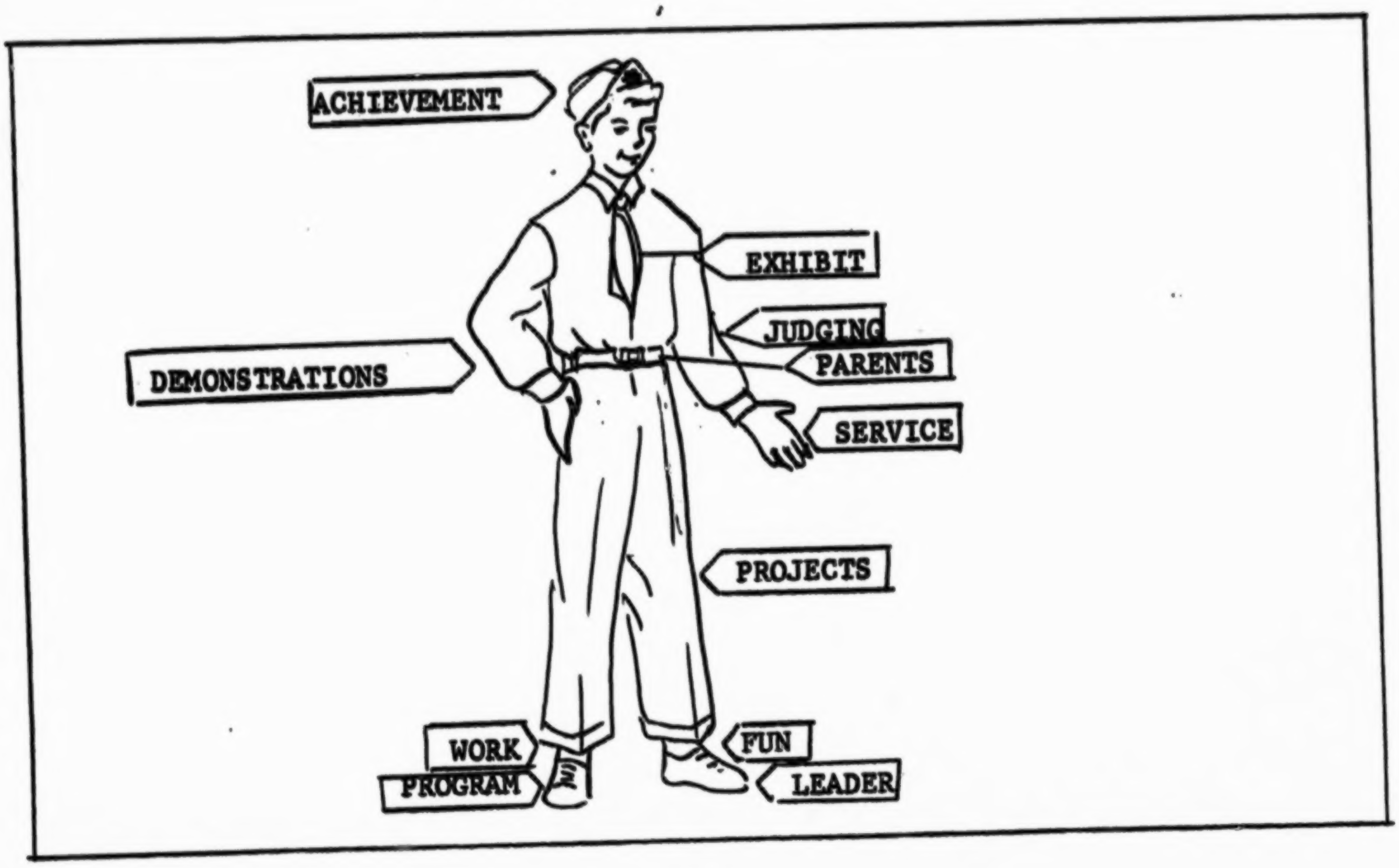
In our country today, we have so much of the know-how that we were able to discover the atomic bomb; but at the same time, we find that we and the other people of the world do not know how to live happily together. We have the opportunity in 4-H Club work to help develop the know-how in working with things. We have as great or a greater opportunity to help them develop the know-how in getting along with people.

When we make such contributions, we are helping to develop 4-H citizens.

Organization and Relationship


United States Department of
New Mexico State
County Extension
Adult Leader
4-H Member
Staff
University
Agriculture

Building a 4-H Citizen


ACHIEVEMENT
EXHIBIT
JUDGING
PARENTS
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SERVICE
PROJECTS
WORK
PROGRAM
FUN
LEADER

New Mexico 4-H Leadership Series
Number 200 L-8

Agent's Guide

for

Teaching

4-H LEADERSHIP DEVELOPMENT

OFFICER TRAINING AND PARLIAMENTARY PROCEDURE

Cooperative Extension Service
New Mexico State University
University Park, New Mexico

OFFICER TRAINING AND PARLIAMENTARY PROCEDURE

AGENTS' GUIDE

Purpose: To assist local 4-H Club leaders in training officers and members in how to conduct business meetings and learning how to carry on the various operations involved in an organization. This will include:

1. Familiarizing 4-H Club officers with their duties and responsibilities

2. Guiding all members in proper parliamentary procedure

Presentation Method: County-wide officer training workshop - discussion

The manual "4-H Club Officer Duties and Parliamentary Procedure" has been prepared as a guide for local 4-H Club officers in conducting their meetings. The manual may be used as a text in officer training sessions. Rather than conducting leader training on 4-H officer duties, we would suggest conducting a county-wide officers training session for both officers and leaders. The county-wide training meeting should be held after all clubs have organized and elected their slate of officers. Adult leaders should be encouraged to give additional officer training at the local club level. Manuals should be made available to each officer in the local clubs.

Time: One and one-half hours

Preparation Needed: The suggested officer training session as outlined below will involve some preparation time to set up and get organized. The session is to be set up in separate workshop or discussion groups for presidents, vice-presidents, secretaries, treasurers (if your county has only one office, secretary-treasurer, only one group need be set up), reporters, recreation leaders, and song leaders.

You will need a resource person for each group. Resource people may be agents, local leaders, older 4-H members, or business and professional people. For example, a reporter on one of the county newspapers would be an excellent resource person for the reporters session. Select resource people who are experienced in the area in which they will work.

You will need to consider the following facilities for the training meeting:

1. One large room to seat everyone attending for the opening and closing sessions

2. Six or seven rooms if in a church or school for each of the officer training groups to meet in. If meeting in a large hall, tables and chairs can be located around the room for

groups to meet. The song leaders session will probably need a separate room for singing. Recreation leaders can use the main assembly area for ample room to teach and lead games.

3. Plans should be made for securing props such as easels, blackboards, pianos, record player, etc., needed by resource people.

Send notices of training meeting to all local leaders in the county for the purpose of inviting them and the club officers to the training meeting. You might wish to send notices to all officers as well as the leaders. Give publicity on the training meeting through radio and newspaper releases. Include names of resource people.

Suggested Procedure in Presenting Training Session

I. Opening and Introductions

(You may wish to have a formal opening with pledges and a song or two led by one of the song leaders present. Have each officer, leader, resource person and guest attending stand and introduce himself, giving office held and name of local club.)

The local 4-H Club is the basic organization in our county 4-H Club program. Like any successful organization, a 4-H Club exists for the purpose of holding the interest of its members and doing worthwhile things for them through teamwork and group action. As far as the members are concerned, the most important part of the local club team is its officers. The success of a club is largely dependent upon them. It is an honor to be selected by members of your group as one of its officers, but like all honors it also carries with it certain responsibilities.

Members, too, have a working responsibility in a club. It is just as important for the club members to do their part as it is for the officers, for unless the club members cooperate with the officers and help them, the club will not be an effective working group.

We want your 4-H Club to be effective. To assist you, this training session will be conducted for the following purpose.

II. Purpose of Training Session

To familiarize local 4-H Club officers with their duties and responsibilities

III. Explanation of Workshop Session

Explain that all officers are to be divided into groups by office held. All adult leaders attending should be encouraged to go with the group of their choosing. Introduce the manual "4-H Club Officer Duties and Parliamentary Procedure". Explain the contents and give a manual to each person attending. Manuals are to be used in the workshop session. Stress the importance of officers and leaders keeping the manual for reference at their club meetings.

A resource person will be in charge of each group. Introduce resource people and location of group meetings. Notify group that workshop will last around 45-50 minutes. Announce time for groups to break up and return to assembly area for closing. Dismiss group for workshops.

IV. Workshop Session

Group	Things to Discuss
A. Presidents	Duties
	Suggestions to presidents
	Order of business
	Parliamentary procedure terms
	Committees
B. Vice-presidents	Duties
	Suggestions to vice-presidents
	The program committee
	Parliamentary procedure
C. Secretaries	Duties
	Suggestions to secretaries
	Writing minutes (have secretary's books available)
	Calling the roll - available suggestions
D. Treasurers	Duties
	Suggestions to treasurers
	Treasurer's reports
	Financial records to keep
	How to handle funds
E. Reporters	Duties
	Suggestions to reporters
	County policies in submitting news stories
	Names and addresses of newspapers and radio stations in area
	Tips on writing
	Practice in writing local 4-H Club news
F. Song Leaders	Duties
	Suggestions to song leaders
	Song leading tips
	Practice singing
	(Have 4-H song books available)
G. Recreation Leaders	Duties
	Suggestions to recreation leaders
	How to lead games, mixers, etc.
	Where to get resource material

V. Summary

Have all work groups back in assembly area for the closing remarks.

Encourage adult leaders to continue officer and parliamentary procedure training on the local club level, for those officers who did not attend and other members in the club.

Stress to all attending that experiences gained while serving as an officer of a 4-H Club will enable any boy or girl to be a useful member of any other organization as he or she grows into adulthood.

Materials Needed

1. Manual "Officers' Duties and Parliamentary Procedure" for each person present
2. Secretary's book for each secretary
3. State 4-H Club song book for each song leader present
4. Tables and chairs for everyone in work groups
5. Ample paper and pencils for work groups' use
6. Recreation resource material available for recreation leaders
7. Any props or special equipment that resource people will need

New Mexico 4-H Leadership Series
Number 200 L-7

Agent's Guide

for

Teaching

4-H LEADERSHIP DEVELOPMENT

4-H LEADER RECORD KEEPING

Cooperative Extension Service
New Mexico State University
University Park, New Mexico

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It has been necessary to develop these instructors' guides for use under a variety of situations; thus, certain assumptions have been made about county program policy and organization that may or may not be true for your county.

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THINGS THAT WE IN THIS COUNTY WANT TO ADD
OR SUBTRACT FROM THIS LESSON

Items to add or subtract	At what step in the lesson procedure
i.e., 1. Subtract--can serve as ex-officio members, and Add--should be members	1. Procedure IV under The Worker on No. 3 under b.

4-H LEADERS' RECORD KEEPING

Background

Leaders, like most individuals, dread excessive record keeping. A certain amount of record keeping is necessary for smoother operation of the local and county 4-H program. A minimum of record keeping expected from the leaders, plus well-informed leaders on how to keep the necessary records, should minimize the resistance to record keeping by leaders.

Procedure

I. Purpose of training session

II. Why 4-H leader record keeping--its importance

III. Policies on 4-H Club records

- A. State
- B. County

IV. Records to keep

- A. Member's record card
- B. 4-H enrollment blank
- C. End of year completion

V. Summary on leader record keeping

Purpose

1. To acquaint 4-H leaders with records expected of them.
2. To teach 4-H leaders how to keep the required records.
3. To impress upon leaders the importance of keeping local 4-H Club records.
4. To help leaders do their job more effectively by understanding and knowing how to keep their local club records.

Presentation method:

Discussion and workshop.

Materials needed:

1. Leaders' Guide 200 L-7A - one per leader
2. Members' record card, 200 B-4 - five per leader
3. 4-H Club enrollment forms 200 B-5 and 200 B-5A - one per leader
4. Pencils - one per leader
5. New Mexico Project Selection Guide, 200 B-10 - one per leader
6. Work sheets 200 L-7a, 200 L-7b, and 200 L-7c - one per leader
7. Tables - important that leaders have ample space for writing

SUGGESTED PROCEDURE IN PRESENTING TRAINING SESSION

(use leader's guide as text)

I. Purpose of training session

II. Why 4-H leaders' record keeping--its importance

III. Policies on 4-H Club records

A. State policies

1. County should keep an up-to-date permanent record card on all active 4-H Club members.
2. Each county is required to keep a 4-H enrollment form on each club organized.
3. Each county is required to submit a "4-H summary of enrollments" (200 B-6) and a list of 4-H leaders (200 B-9) to the State 4-H Club Office by June 15.
4. Each county is required to complete the 4-H statistical portion in the annual report, including 4-H member completion.

B. County policies

> Inform leaders on county policies followed in submitting records to the county extension office, such as dates of club year, deadline dates for enrolling members, dates for submitting 4-H Club enrollment blanks, member record cards, completion and turning in of the members' record books to leaders if a county policy. This information varies from county to county.

IV. Records to keep

We will be concerned in this training session with two different types of records which should be kept by local leaders. They are the member's record card (200 B-4) and the 4-H Club enrollment blanks (200 B-5 and 200 B-5A).

> If you require leaders to complete other forms developed in the county, they may be added for including in the training session.

A. Member record card

> Give each leader a card to look over while discussing the following points. If an opaque projector is available, throw the card on the screen for discussing the various points.

1. Purpose of member record card
    - a. Name
    - b. Address
    - c. Zip code number
    - d. Parents' name
    - e. Phone number
    - f. Age
    - g. Date of birth
    - h. Residence classification
    - i. Projects (front and back of card)
2. Procedure in completing the card
3. Workshop exercise

> Give each leader five members' record cards (200 B-4) and a copy of work sheet 200 L-7a, "Work Sheet for 4-H Member Record Card." This sheet has data on five new members. Have each leader complete a card on each member.

4. Questions and answers

B. 4-H Club enrollment blank (200 B-5 and 200 B-5A)

> Give each leader a copy of each blank (200 B-5 and 200 B-5A) to view during the following discussion.

1. Purpose of 4-H Club enrollment blank
2. Definition of terms (on 200 B-5)
    - a. Kind of club
    - b. Date organized or reorganized
    - c. Organizational leader
    - d. Type of club
    - e. Name of community
    - f. Name of club
    - g. Project leaders
3. Procedure for completing form 200 B-5
4. Procedure for completing form 200 B-5A
    - a. Names listed in alphabetical order
    - b. Age as of January 1, 19___
    - c. Project - using New Mexico Project Selection Guide (200 B-10)
    - d. Year in project - using New Mexico Project Selection Guide (200 B-10)

5. Workshop exercise

Give each leader a copy of 200 L-7b, "Work Sheet for 4-H Club Enrollment Blank." Information is provided on the Carlsbad 4-H Club to fill out 200 B-5 and 200 B-5A. Have each leader complete the forms individually. Allow 20 minutes for this work session. Hold an informal work session with leaders asking questions when necessary.

6. Questions and answers

C. Recording end-of-year completion (back of 200 B-4)

1. When to be done

2. Where to get needed information

3. Procedure for recording completion, leadership responsibilities

4. Workshop session

Give each leader a copy of 200 L-7c, "Completion Data Sheet." Have each leader record completion and leadership data on card 200 B-4. Keep informal with questions asked as necessary. Allow 15 minutes for this work session.

V. Summary on leader record keeping

Leaders may still have questions which can be cleared up here.

A. Leaders' Guide on Record Keeping

1. Give a leaders' guide to each leader.

2. Point out how the guide can be helpful to them in preparing the records required of them.

3. It's an easy reference for leaders' use during the year.

WORKSHEET FOR 4-H MEMBER RECORD CARD

The following are new members joining the Carlsbad 4-H Club. The organizational leader of this club is Mr. Ray Grandi.

New 4-H Club Member Data

Alice Ballard, daughter of Mr. and Mrs. Jerry Ballard, Route 1, Box 176, Carlsbad, zip code number 88220, telephone number TU 5-8630. Alice was born December 12, 1954, and wishes to enroll in Home Living I and Baking I. The family lives on a 100-acre cotton farm.

Herbert Bindel Jr., son of Mr. and Mrs. Herbert Bindel, Route 1, Box 152, Carlsbad, zip code number 88220, telephone number TU 5-7321. Herbert was born June 6, 1954, and wishes to enroll in Tractor I and Dairy I. The family lives on a 110-acre farm.

Jolene Cox, daughter of Mr. and Mrs. Joe A. Cox, Route 1, Box 236, Carlsbad, zip code number 88220, telephone number TU 5-4210. Jolene was born March 30, 1953, and wishes to enroll in Home Living I and Baking I. The family lives in Carlsbad and her father is the manager of the J. C. Penney store.

Patsy Munoz, daughter of Mr. and Mrs. Danny Munoz, Route 1, Box 188, Carlsbad, zip code number 88220, telephone number TU 5-3110. Patsy was born November 21, 1954, and she wishes to enroll in Home Living I and Baking I. The family lives outside the city limits of Carlsbad on a 5-acre plot. Mr. Munoz is an electrician with the Public Service Company.

Carl Porter, son of Mr. and Mrs. Alfred Porter, Route 1, Box 243, Carlsbad, zip code number 88220, no phone. Carl was born August 15, 1953, and wishes to enroll in a poultry (capon) project. The family makes a living from a poultry (egg production) business.

200 L-7b

WORKSHEET FOR 4-H CLUB ENROLLMENT BLANK

The Carlsbad 4-H Club is a local 4-H Club in the Otis community of Eddy County. The club was reorganized for the 1965 club year on November 20, 1964, at the home of Mr. Ray Grandi, organizational leader, Route 1, Box 163, Carlsbad, zip code number 88220, telephone number TU 5-4753. There are 12 members in the club, which includes 5 new members and 7 re-enrolling members from the previous year.

Mr. Jerry Ballard and his wife, Mary Ann, are project leaders. Mr. Ballard is in charge of all agriculture projects and Mrs. Ballard is in charge of all home economics projects. Their address is Route 1, Box 176, Carlsbad, zip code number 88220, and their telephone number is TU 5-8630.

Re-enrolling Members' Data

	Name	Age as of Jan. 1, 1965	Projects They Wish to Enroll in
1.	Joe Ginanni	16	Sheep Farm Flock, 5th year; Tractor 5th year; Junior Leadership, 3rd year
2.	Ronnie Grandi	13	Entomology, 3rd year; Tractor, 3rd year
3.	Jean Ginanni	14	Sheep Farm Flock, 4th year; Baking, 4th year; Junior Leadership, 1st year
4.	Frank Ballard	13	Beef Range Management, 3rd year; Tractor, 3rd year
5.	Joseph Arthur Poe	12	Home Beautification (flower growing, unit 2); Baking, 1st year
6.	Susan Walterscheid	12	Home Living, 3rd year; Baking 2nd year
7.	Susan Wyrick	12	Fat Lamb, 2nd year; Baking, 2nd year

MEMBERS' COMPLETION DATA

AT END OF YEAR

Member	Project Enrolled In	Completion (Yes or No)	Leadership Responsibility
1. Alice Ballard	Home Living I	Yes	
	Baking I	Yes	
2. Frank Ballard	Beef Range Management III	Yes	Reporter
	Tractor III	No	
3. Herbert Bindel, Jr.	Tractor I	Yes	
4. Jolene Cox	Home Living I	Yes	
	Baking I	No	
5. Jean Ginanni	Sheep Farm Flock IV	Yes	Club secretary
	Baking IV	Yes	Junior Leader for Baking I
	Junior Leadership I	Yes	
6. Joe Ginanni	Sheep Farm Flock V	Yes	President
	Tractor V	Yes	County Council vice-president
	Junior Leadership III	Yes	Junior leader in tractor project
7. Ronnie Grandi	Entomology III	Yes	Club vice-president
	Tractor III	Yes	
8. Patsy Munoz	Home Living I	No	
	Baking I	Yes	
9. Carl Porter	Poultry (capon) I	Yes	
10. Joseph Arthur Poe	Home Beautification (Flower Growing Unit II)	Yes	
	Baking I	Yes	
11. Susan Walterscheid	Home Living III	Yes	Window display chairman
	Baking II	Yes	Recreation leader
12. Susan Wyrick	Fat Lamb II	Yes	
	Baking II	Yes	

NEW MEXICO 4-H CLUB ENROLLMENT BLANK

County Eddy Name of club Carlsbad 4-H Club Name of community Otis

Kind of club Mixed (Boys, girls, or mixed) Type of club Community (Community or School)

Total number enrolled 12 Boys 6 Girls 6 Date organized or re-organized for this year 11/20/64

LOCAL CLUB LEADERS	ADDRESS	PROJECT(S) IN CHARGE*	TELEPHONE
Organizational leader			
Mr. Ray Grandi	Rt. 1, Box 163 Carlsbad	Organizational	TH 5-4753
Project leader			
Mrs. Jerry (Mary Ann) Ballard	Rt. 1, Box 176, Carlsbad	Home Economics	TH 5-8630
Mr. Jerry Ballard	Rt. 1, Box 176, Carlsbad	Agricultural	TH 5-8630

OFFICERS

	NAME	ADDRESS	TELEPHONE
President:	Joe Ginanni	Route 1, Box 149, Carlsbad	TH 5-3435
Vice President:	Ronnie Grandi	Route 1, Box 163, Carlsbad	TH 5-2371
Secretary: } Treasurer: }	Jean Ginanni	Route 1, Box 149, Carlsbad	TH 5-3435
Reporter:	Frank Ballard	Route 1, Box 176, Carlsbad	TH 5-8630
Song Leader:	Joseph Arthur Poe	Box 982, Carlsbad	none
Recreation Leader:	Susan Walterscheid	3317 Old Cavern Road, Carlsbad	TH 5-3242

*List project(s) for which leader is responsible.

COOPERATIVE EXTENSION SERVICE NEW MEXICO STATE UNIVERSITY U. S. DEPARTMENT OF AGRICULTURE

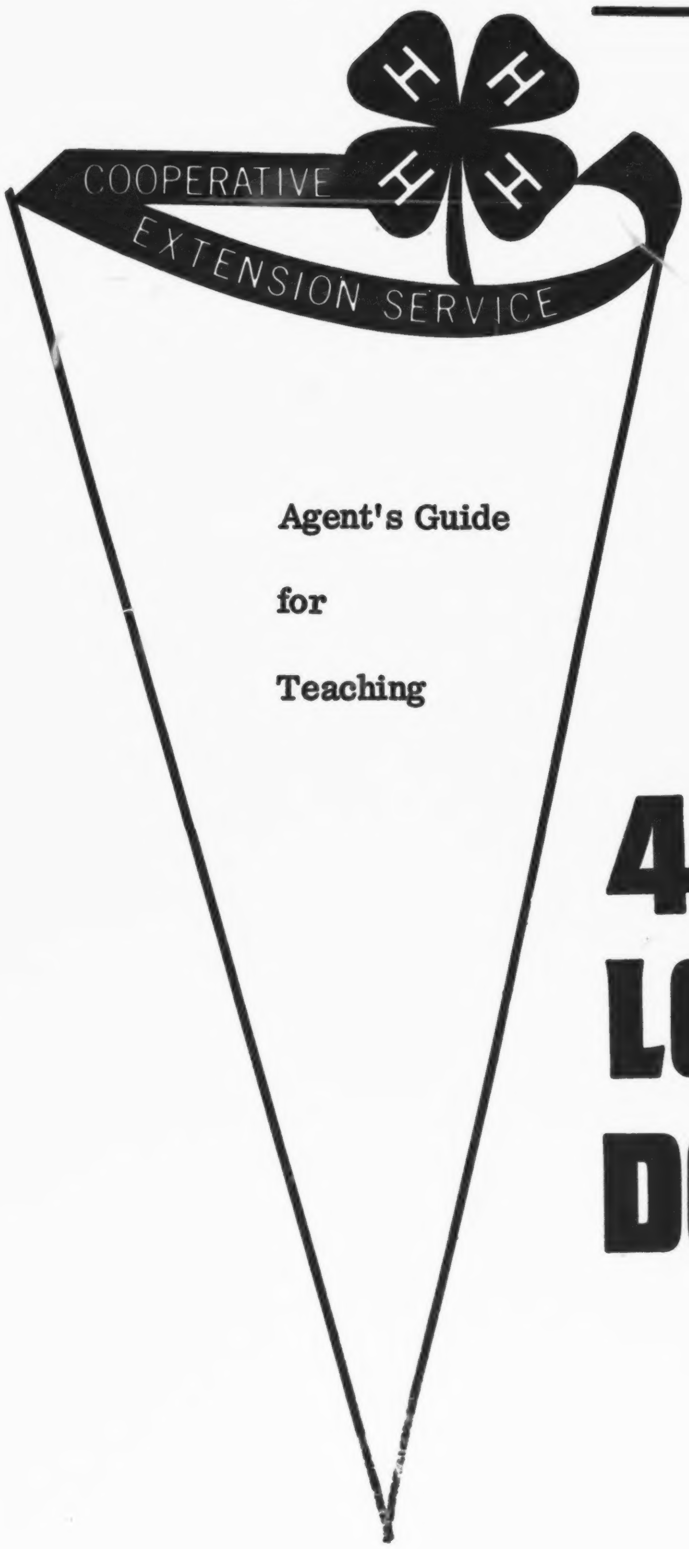
4-H CLUB ENROLLMENT BLANK 200 B-5A

Name of Club Member	Ages as of January 1, 1965	Baking	Canning	Child Care	Clothing	Food-Nutrition	Frozen Foods	Home Improvement	Home Living	Beef	Bees	Dairy	Electric	Entomology	Field Crops	Forestry	Fruit	Garden	Goat	Home Beautification	Horse or Colt	Poultry	Rabbit	Range Plants	Sheep	Soil and Water	Swine	Tractor	Wildlife	Automotive	Civil Defense	Dog	Health	Junior Leadership	Leathercraft	Needlecraft	Personal Development	Photography	Safety	Silvercraft	Textile Painting	Woodcraft	Wool Work & Weaving				
Ballard, Alice	10	1							1																																						
Ballard, Frank	13									[illegible]																		3																			
Bindel, Herbert, Jr.	10																											1																			
Coy, Jolene	11	1							1																																						
Ginanni, Jean	14	4																							64									1													
Ginanni, Joe	16																								65			5						3													
Grandi, Lonnie	13													3														3																			
Munoz, Patsy	10	1							1																																						
Porter, Carl	11																					2																									
Poe, Joseph Arthur	12	1																		92																											
Walterscheid, Susan	12	2							3																																						
Wyrick, Susan	12	2																							92																						

Name of Club Member	Ages as of January, 19___ .	Baking	Canning	Child Care	Clothing	Food-Nutrition	Frozen Foods	Home Improvement	Home Living	Beef	Bees	Dairy	Electric	Entomology	Field Crops	Forestry	Fruit	Garden	Goat	Home Beautification	Horse or Colt	Poultry	Rabbit	Range Plants	Sheep	Soil and Water	Swine	Tractor	Wildlife	Automotive	Civil Defense	Dog	Health	Junior Leadership	Leathercraft	Needlecraft	Personal Development	Photography	Safety	Silvercraft	Textile Painting	Woodcraft	Wool Work & Weaving				

* To enroll a member in a project, write the number in the square opposite the member's name of the project listed in the New Mexico Project Selection Guide.

New Mexico 4-H Leadership Series
Number 200 L-6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Agent's Guide

for

Teaching

4-H LEADERSHIP DEVELOPMENT

UNDERSTANDING AND WORKING WITH 4-H YOUTH

Cooperative Extension Service
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University Park, New Mexico

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i.e., 1. Subtract--can serve as ex-officio members, and Add--should be members	1. Procedure IV under The Worker on No. 3 under b.

TRAINING OUTLINE

UNDERSTANDING AND WORKING WITH 4-H YOUTH

Background

Four-H Club work is based on the needs and interests of the club members. The local leader should have an understanding of the characteristics of the age group he is guiding, so that he can help club members plan and carry out a suitable program.

Objectives

1. To make leaders aware of the varied wants and needs of growing boys and girls.
2. To help leaders better understand the cause and effect of behavior of young people.
3. To help leaders learn how to plan and carry out their club programs in relation to the needs and interests of young people.

Suggested Procedure

I. As leaders arrive, give each a card with a number--10, 11, 12, 13, 14, 15, 16, 17

II. Introduction

III. Give questionnaire to leaders. Take 5 to 10 minutes to answer.

IV. Show "Growing Up" slides.

V. Discuss implications to 4-H program. Give answers to questionnaire.

VI. Divide in groups according to numbers received at the beginning--10-12, 13-14, 15-17.

VII. Each group fill in work sheets applying developmental stages of each age group to educational tools in the 4-H program.

Give leaders mimeographed leaflet "Growing Up" as reference material.

Materials Needed

Number cards--10, 11, 12, 13, 14, 15, 16, 17

Pencils

Blackboard or newsprint pad

Mimeographed questionnaires--200 L-6A and 200 L-6B

"Growing Up" slides--projector--screen--script

Work sheets--"Fitting Growing Up Needs to 4-H Work" 200 L-6D

Mimeographed leaflet--"Growing Up" 200 L-6C

References

There is much information on this subject. Here are a few references:

1. Elizabeth B. Hurlock, Development Psychology, McGraw-Hill Book Company, Inc., 1953, pp. 171-304.
2. Jenkins, Shacter, Bauer, These Are Your Children, Scott, Foresman and Company, 1953, pp. 296-298.

References, continued

3. Arthur W. Blair and William H. Burton, *Growth and Development of the Pre-Adolescent*, Appleton-Century-Crofts, Inc., 1951, pp. 178-212.

4. Arnold Gessell and Frances L. Gessell ILG, *Youth, the Years from Ten to Sixteen*, Harper and Brothers, New York, 1956.

5. New Mexico 4-H Leaders' Handbook

6. Metropolitan Life Insurance Company, 1 Madison Avenue, New York, New York (free)
   - "Understanding Your Young Child"
   - "6-8, Years of Discovery"
   - "Nine to Twelve"
   - "Understanding Your Teenager"

7. John Hancock Insurance Company, Boston, Massachusetts
   - "Your Child Grows Up"
   - "Between One and Five"
   - "From Six to Twelve"

8. Tiny Faye Jones, "Differences in Physical Development, Characteristic Reactions, and Special Needs of Selected Age Groups", Extension Service, New Mexico State University, mimeographed leaflet

UNDERSTANDING AND WORKING WITH 4-H YOUTH

Four-H Club work is designed to assist young people to grow and develop. In a general way, we speak of helping boys and girls to develop character, become better citizens, learn to get along with others, and become good leaders. We are as much interested in this long-range development of the individual as in the immediate specific thing he learns. We want the information a 4-H member gains and the skills he masters to contribute to his happiness and well-being in the future as well as to give him satisfaction in the present.

Regardless of what we try to teach or do in 4-H Club work, we can do a much more effective job if we understand young people. We need to know:

Why they are what they are
Why they behave as they do

Within the age ranks of club work--10 to 21 years--we have great variances in NEEDS, INTERESTS, and ABILITIES. Our audience ranges from children to young adults.

To understand and work with young people, we first must know and appreciate some of their characteristics at different stages of development and some of the problems they face in their "growing up" job.

More and more 4-H and other educational groups are seeing the importance of considering the developmental needs of young people in our work with them--needs which change as youngsters pass from one stage to another.

All children are much alike, yet all are different. Each child goes through a growth sequence, yet each one does it in his own way in his own time. Developmental tasks are the stages which all people go through from birth to death--growing up jobs, maturing, learning tasks.

Young people themselves are probably not aware of why they do certain things, but parents and leaders should be aware of the problems that young people are struggling with in the growing up process and try to help them solve these problems.

Let's take a few minutes here to study some typical statements from young people. (Pass out questionnaire.) Please write in which of these age groups (9-11, 11-13, or 14-16) you think would be the most apt to make each of the following statements. (Allow 5-10 minutes for this.)

Through slides we have attempted to describe the characteristic developmental stages of the three age groups of 4-H members where we have the greatest enrollment.

These slides were made with 4-H Club members in Pulaski County, Georgia, as a result of the work of the National 4-H Clothing Development Committee. Six typical 4-H Club members were selected for these slides. The boy and girl in the 10-12 age group were both 11 years old. Only one month's difference in their ages. In the 12-14 group, the boy is 12½ years old, while the girl is 13½ years old. (What a difference a year makes.) Both the boy and girl in the 14-16 age group are approaching 16.

Note: The script for the slides is attached. It is also available on 5x7 cards which come with the slides when ordered from the Department of Information at New Mexico State University. The script and the slides are consecutively numbered. However, you may arrange the slides to fit the age group with which your specific group is most concerned. For example, if your leaders are new and are working largely with members in the 10-12 age group, select only those slides which apply to this group.

After seeing the slides, we hope you have gained a better understanding of the developmental stages of boys and girls of different ages. Let's take a look at the questions we gave you at the beginning, and discuss how this may be applied to our 4-H Club program. (Read answers to questions.)

Divide into work groups according to number cards.

Group I--numbers 10, 11, 12; Group II, numbers 13-14; Group III, numbers 15, 16, and 17.

Distribute worksheets "Fitting 4-H to the "Growing Up" Needs of Youth" and the mimeographed leaflet "Growing Up". Ask each group to fill in the section for its age group. Designate sections for each group as records, selecting projects, etc. (Allow about 30 minutes.)

Ask for reports from groups. List on blackboard or newsprint pads, according to topics on worksheets. Point out what help leaders will need to give in each area. (Draw diagram on board to match worksheets.)

Script for Slide Series, "Growing Up"

Slide 52	Our 4-H audience. Let's see what it is like. Our members range from 10 to 21 in years, elementary school through college in educational level, and from children to adults in maturity. Sixty percent of our members in New Mexico are between 10 and 12 years of age; 30 percent of our members are between 13 and 15; and 10 percent are from 16 to 20.
Slide 1	Growing up can be fun, or it can be the greatest problem in the world. We know that every child goes through the same growth sequences as other children, but not always at the same age. Each one tackles the "growing up" jobs at his own time and in his own way.
Slide 2	Isn't he adorable? We have in 4-H the greatest raw material in the world--an opportunity to help mould the kind of citizen Tommy and many, many thousands more like him will grow up to be. Through 4-H project work, club activities and personal guidance of extension agents and leaders, we play an important part in helping him become a happy, useful and well-adjusted citizen.
Slide 3	Concept of self--how do young people really feel about themselves?
Slide 4	The 11-year-old girl's concept of herself is in a fluid state. It can be relatively easy to influence. Egocentric status. She is less troubled about body than about skills. Can take a little criticism. Now is the time to encourage "internalized" recognition of accomplishment.
Slide 5	The 13-year-old girl has a struggle to understand and accept a changing body. Lack of personal security. This is reflected in dressing like the gang or an idol and in an exaggerated sense of importance. Ability to accept suggestions directly related to maturity of concept of self. Instability causes doubt of her own sense of accomplishment.
Slide 6	The 15 to 16-year-old has a growing ability to accept and internalize recognition and accomplishments. Sometimes difficult to break through to this age group, but if you can break through, most satisfying to work with. Constructive guidance helps them to become more accepting of self.
Slide 7	Interest span--if we fail to get the 4-H'er's interest, we have failed period. Interest varies tremendously in the three age groups.
Slide 8	Interest span for the 10-12-year-old is very short. Here Mary is interested mainly in how the cake tastes--not the baking temperature, nor the recipe, but how the cake tastes right now. Interest can be longer if self-motivated.
Slide 9	For the 12-14 (and Sue is 13), interest span lengthens with training and experience. She wants to try specials.
Slide 10	Gayle's interest is similar to an adult's. With encouragement, training and experience, she can make a beautiful dress and a birthday cake for a very special occasion. This age (soon to be 16) will go to any length of trouble if the event or special occasion is important to her.

Slide 11	Mental growth--what do they have the ability to absorb?
Slide 12	The 10-12-year-old is at the height of intellectual curiosity. Although they spend hours with comic books (and Tommy brought his own to read between picture making), they can still ask a thousand and one questions.
Slide 13	Intellectual interest increases in depth and scope. When asked to select a book from the library, John selected this one.
Slide 14	The 15-year-old has a greater ability to see relationships and to use them in solving problems. We have a wonderful opportunity in 4-H to open doors for career opportunities.
Slide 15	Physical growth--there is a wide difference within each age group of physical growth. It is important that we are cognizant of this factor when planning 4-H activities.
Slide 16	Girls, on the average, mature earlier than boys by 1½-2 years. This is quite noticeable here with only one month's age difference. Growth in this age group is stable for many, but some girls may show a spurt of growth.
Slide 17	What a difference a year makes. You can easily see why it is difficult to plan a program for this age group. There may also be a wide difference between girls of the same age--early and late maturers. This age is characterized by uneven growth of bones, muscles, and organs.
Slide 18	Physical growth more stable for girls and some boys. At the end of the period, boys catch up and may surpass girls physically. That happened here.
Slide 19	Motor skills (hand and eye)--4-H project work should certainly take this factor into consideration.
Slide 20	The 10-12 is interested in skill for skill's sake. Peak of interest. Learning how to sew on machine is important.
Slide 21	The 13-year-old becomes interested in skill for a specific use. Must make something or interest is soon lost.
Slide 22	The 15 and 16 will select and master skills that hold their interest.
Slide 23	Ability to read and follow directions--again varies tremendously with the three age groups.
Slide 24	Although Tommy wants to play baseball, you have to tell him where and then point the way. Limited ability to follow directions. Larger vocabulary than experience. Can read words that they do not understand the meaning of. Need simple and short directions.
Slide 25	There is a wide range in abilities between different individuals in both experience and vocabulary. Can follow through with adult guidance.
Slide 26	Personal motivation helps to overcome obstacles of a limited vocabulary or inexperience. Sweaters are so important that much care may be taken in laundering.
Slide 27	Ability to plan and carry out--varies with each individual.

Slide 28	For Tommy--limited in ability, but can fit the large pieces together.
Slide 29	This actually happened when told to open pattern and lay out on material. This age group are often better planners than executors (expectation greater than ability to perform).
Slide 30	Have need and ability to make and execute short-term plans. Will follow through on a dress to model in the 4-H Dress Revue.
Slide 31	Decision making--could be that we expect too much.
Slide 32	Too many choices are confusing to Tommy. He has limited ability to make choices. He wants to make choices. We should provide opportunity for a minimum of choices for the younger 4-H Club age group.
Slide 33	Acts as though he "knows it all". Less limited in making choices than Tommy, but needs guidance although he outwardly rejects help.
Slide 34	The 14-16's ability to make decisions is related to previous experience. May depend on mother or leader but the need to make own choice is great.
Slide 35	Personal appearance and grooming--if we could only shift emphasis sometimes.
Slide 36	Tommy looked like this before his teacher combed his hair for the previous slides. When asked to get comfortable, this is what he did. He is not particularly interested in appearance. Girls have more incentive than boys. Have you noticed the dress of the 11-year-old girl? She came to school with her sweet little dress and locket. Neither boy nor girl knew that their pictures would be made.
Slide 37	Interested in appearance for a short period and special occasions. Girls more apt to have a sustained interest. Increased interest in appearance is associated with puberty.
Slide 38	High interest in personal appearance. Exaggerated to meet group standards. Will spend hours on personal appearance.
Slide 39	Relationship to adults--again varies with the three age groups.
Slide 40	Must show everything they do. Accept adults and want their suggestions and approval.
Slide 41	Need and want guidance but reject domination. Are quite sure of their own "infallibility" and resent criticism. This may mellow in late adolescence.
Slide 42	Need and want guidance, but want it on an adult level. Seldom ask for it. Usually accept guidance from someone with prestige. High idealization and altruism.
Slide 43	Relationship to age-mates--an important factor to understand when planning programs.
Slide 44	This happened when told to hold hands. Tommy turned away, stamped his feet and said, "I will not! I will not! I'd die before I would." Sex interest expressed as hostility. They begin to measure skill with others. Begin to see their place in a group.

Slide 45	The girls are more interested than the boys. Interest in opposite sex is growing, but still more secure with own sex group. Status in group very important. Will not dress too different from group.
Slide 46	Greater interest in opposite sex and greatly increased heterosexual activity. Recognizes status of where they are in the group.
Slide 47	Group activity--how are we planning for group participation in 4-H?
Slide 48	Great interest in activities performed as a group. Increased ability to cooperate. Actual school playground--boys play ball with boys.
Slide 49	Girls play ball with girls. Girls may be ready for more "grown up" jobs than boys.
Slide 50	This age needs the group as a proving ground to gain independence from adults. More mature girls take the leadership from boys.
Slide 51	"Going along with the gang" tapers off at end of this period. Being a part of a mixed group especially important.

Yes, we have in 4-H Club work an opportunity to mould character, to help mould boys and girls into well-adjusted citizens of tomorrow. Our opportunities are expressed in the poem, "Moulding."

MOULDING

I took a piece of plastic clay
And idly fashioned it one day;
And as my fingers pressed it still
It moved and yielded at my will.

It came again, when days were past,
That bit of clay was hard at last;
The form I gave it still it bore
And I could change that form no more.

I took a piece of living clay
And gently formed it day by day;
And moulded with my power and art
A young child's soft and yielding heart.

It came again, when days were gone,
He was a man I looked upon;
He still that early impress bore
And I could change it nevermore.

--Author unknown

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Cooperative Extension Service U. S. Department of Agriculture

200 L-6b

Please write in which of these three age groups (9-11, 11-13, or 14-16) you think would be most apt to make each of the following statements.

1. Sue says, "I like to dress up but my brother who is one year younger than I does not." ________
2. I like to wear loafers because everyone else is wearing them. ________
3. I want a white shirt for the party but this tee shirt is fine for school. ________
4. I wish we could have a charm school. ________
5. I am constantly asking questions about many things. ________
6. I would rather play ball with the boys than go to an "old" picnic. ________
7. I don't mind working another afternoon on the achievement banquet program. ________
8. I can work with large objects (example, a sewing machine) easier than small objects (example, a needle). ________
9. I like to finish the craft the day I begin it. ________
10. I want to go to the party, but I don't want to dance with the girls. ________
11. I don't think all the officers should be girls. ________
12. I thought our plan for the community improvements was fine, but nothing happened. ________
13. I think Mrs. Jones would be a good leader and we need one. ________
14. I think we should have boys in our club. ________
15. I bought a belt kit at camp, but can't put it together. ________
16. I want to find out more about becoming a chemist. ________
17. I want to make a dress or I won't belong to 4-H. ________
18. I know how to do it. I do not need help. ________
19. I will be on a committee to find out about the possibility of having a square dance group. ________
20. I can have any calf I want, but Dad has 15 and I can't decide. ________
21. I know I am right, my leader said so. ________
22. I want to know all the possibilities and then I will decide. ________
23. I think that red shiny material will be pretty for my apron. ________

Answers to questions and partial discussion guide

200 L-6a

1. 9-11 Poor time to teach grooming because boys are not interested in their appearance. The girls who mature 1½-2 years earlier may be interested.

2. 11-13 A period of adjustment. Lack of personal security reflected in dressing like the gang. Social and emotional problems.

3. 11-13 Boys have become interested in appearance for short periods and special occasions. Girls more interested than boys.

4. 14-16 Will spend much time on appearance. Anxious to meet group standards.

5. 9-11 Intellectual curiosity. Anxious to learn new things.

6. 9-11 They enjoy group activities more than individual but boys play with boys and girls with girls.

7. 14-16 Interest span similar to adults. Will go to any length of trouble if event is important to them.

8. 9-11 Limited ability in motor skills. Poor coordination.

9. 9-11 Short interest span. Can be longer if motivated. Like to see things happen in a hurry.

10. 11-13 Begins to become interested in opposite sex but still more secure in own group. Great changes in physical growth.

11. 11-13 Need to gain independence from adults. More mature girls take leadership from boys.

12. 11-13 Better at planning than doing. Need help. Most do not have experience and judgment to carry out plans alone.

13. 14-16 Need to select own leaders. Want constructive guidance and support.

14. 14-16 Very great interest in opposite sex. Going along with group tapers off and being a part of mixed group is important.

15. 9-11 Need directions but must be short and simple. Can read and pronounce words they do not understand.

16. 14-16 Can solve own problems. Interested in career opportunities.

17. 11-13 She must make something or interest is lost. Has wide range of abilities. Need adult guidance to follow through.

18. 14-16 He acts as though he knows it all. Wants and needs guidance but will seldom ask for it. Rejects domination. Resents criticism.

19. 14-16 Needs to help plan own program. Have ability to plan and carry out plans or do anything which is important.

20. 9-11 Too many choices are confusing. He is interested in many things but does not have much ability to choose.

21. 9-11 Accepts adults easily and wants their suggestions. What adults say is true! Great faith in adults.

22. 14-16 May want parents' or leaders' suggestions but has strong need and ability to make own choices and decisions.

23. 9-11 Has no experience to base choices on, goes by what she likes rather than recognizing practicability.

NEW MEXICO STATE UNIVERSITY
of Agriculture, Engineering, and Science

Cooperative Extension Service
College of Agriculture and Home Economics

200 L-6c
U. S. Department of Agriculture
University Park, New Mexico

GROWING UP (Mimeographed to give to leaders in connection with "Growing Up" slides)

	Beginners - Ages 10 - 12 5th - 7th Grades Late Childhood	Intermediate - Ages 12 - 14 7th - 9th Grades Early Adolescence	Advanced - Ages 14 - 18 9th - 12th Grades Late Adolescence
CONCEPT OF SELF How do they really feel about themselves	Easy to influence. Interested in skills. Can take a little criticism. Encourage own recognition of accomplishments.	Struggle to understand and accept changing body. Lack of personal security. Dress like the gang or an idol. Accept suggestions directly to maturity. Doubt of own sense of accomplishments.	Ability to accept recognition. Most satisfying to work with if you can break through. Constructive guidance helps them to become more accepting of self.
INTEREST SPAN If we fail to get the 4-H'ers' interest, we have failed period. Varies tremendously in these age groups.	Very short. Can be longer if self-motivated.	Lengthens with training and experience Wants to try specials.	Interest similar to an adult. Will go to any length of trouble if the event or special occasion is important.
MENTAL GROWTH What do they have the ability to absorb.	Height of intellectual curiosity. Asks a thousand and one questions.	Intellectual interest increases in depth and scope.	Greater ability to see relationships and to use them in solving problems. We have a wonderful opportunity in 4-H to open the doors for career opportunities.
PHYSICAL GROWTH Wide difference within each age group.	Girls mature earlier than boys, by one to two years. Some girls show a spurt of growth.	This age is characterized by uneven growth of bones, muscles and organs.	More stable for girls. Boys catch up and pass girls at this age.
MOTOR SKILLS Hand and eye project work should certainly consider this factor.	Peak of interest. Learning how to sew on machine is important.	Interested in skill for a specific use. Must make something or interest is soon lost.	Will select and master skills that hold their interest.
ABILITY TO READ AND FOLLOW DIRECTIONS Varies tremendously with age group.	Limited ability to follow directions. Need simple and short directions.	Wide range in abilities between different individuals. Can follow through with adult guidance.	Personal motivation helps to overcome obstacles.

	Ages 10 - 12	Ages 12 - 14	Ages 14 - 18
ABILITY TO PLAN AND CARRY OUT Varies with each individual.	Limited in ability	This age group is often better planners than executors.	Have need and ability to make and carry out short-term plans.
DECISION MAKING Could be that we expect too much.	Too many choices are confusing. We should provide opportunity for a minimum of choices.	Needs guidance in making choices. Although outwardly rejects help.	Need to make own choice is great but may depend on parent or leader. Depends on previous experience.
PERSONAL APPEARANCE AND GROOMING	Boys not particularly interested in appearance. Girls sometimes more interested.	Interested in appearance for a short period and special occasions.	High interest in personal appearance, will spend hours on personal appearance.
RELATIONSHIP TO ADULTS Varies with the three age groups.	Must show everything they do. Accept adults and want their suggestions and their approval.	Need and want guidance, but reject domination. Resent criticism.	Need and want guidance, but want it on an adult level. Seldom asks for it. Usually accepts guidance from someone with prestige.
RELATIONSHIP TO AGE MATES An important factor to understand when planning programs.	Begin to see their place in a group. Sex interest is expressed as hostility.	Girls more interested than boys. Interest in opposite sex is growing, but still more secure with own sex group. Status in group very important. Will not dress too different from group.	Greater interest in opposite sex. Recognize status or where they are in the group.
GROUP ACTIVITY How are we planning for group participation in 4-H?	Great interest in activities performed as a group. Increased ability to co-operate. Girls may be ready for more "grown up" jobs than boys.	This age needs the group as a proving ground to gain independence from adults. More mature girls take the leadership from boys.	"Going along with the gang" tapers off at the end of this period. Being a part of a mixed group, especially important.

We have in 4-H Club work an opportunity to mold character, to help mold boys and girls into well-adjusted citizens of tomorrow.

200 L-6d

COOPERATIVE EXTENSION SERVICE NEW MEXICO STATE UNIVERSITY U. S. DEPARTMENT OF AGRICULTURE

Fitting Growing Up Needs to 4-H Work

Educational Tools	Ages 10-12 (approximately) Late Childhood	Ages 12-14 (approximately) Early Adolescence	Ages 15-17 (approximately) Late Adolescence
Records (example)	Simple, brief. Will need parent and leader help.	More challenging record sheets. Start achievement records.	Required only for standard project. No records for special activities--include in story or perhaps a group report by secretary or reporter.
Recreation			
Demonstrations			
Camping			

Fitting Growing Up Needs to 4-H Work

Educational Tools	Ages 10-12 (approximately) Late Childhood	Ages 12-14 (approximately) Early Adolescence	Ages 15-17 (approximately) Late Adolescence
Projects Selection and work for completion			
Planning club programs (Who and How)			
Club organization			

Fitting Growing Up Needs to 4-H Work

Educational Tools	Ages 10-12 (approximately) Late Childhood	Ages 12-14 (approximately) Early Adolescence	Ages 15-17 (approximately) Late Adolescence
Role of adult leader			
Type of leader training needed for adult leaders			
Role of parents			

New Mexico 4-H Leadership Series
Number 200 L-5

Agent's Guide

for

Teaching

4-H
LEADERSHIP
DEVELOPMENT

4-H RECORD KEEPING

Cooperative Extension Service
New Mexico State University
University Park, New Mexico

NOTE:

This series of Instructors' Guides is designed to assist agents in leader training. They were written with the idea that a county extension agent would present the unit. However, it may be possible that a volunteer person use this guide in presenting the lesson.

When a volunteer person presents the lesson, it will probably be necessary for the county extension agent to assist the volunteer in preparing for the lesson prior to the actual training meeting for the leaders.

It has been necessary to develop these instructors' guides for use under a variety of situations; thus, certain assumptions have been made about county program policy and organization that may or may not be true for your county.

To correct any error in this regard it is expected that each county staff would revise any procedure used in this guide to best meet their own county situation. Here's one way you might do it:

THINGS THAT WE IN THIS COUNTY WANT TO ADD OR SUBTRACT FROM THIS LESSON

Items to add or subtract	At what step in the lesson procedure
i.e., 1. Subtract--can serve as ex-officio members, and Add--should be members	1. Procedure IV under The Worker on No. 3 under b.

RECORD KEEPING

Background

We want to make the leaders feel welcome, willing to respond with either questions or comments.

The arrangements for the session should be such that the session will be informal in nature.

Leaders should realize the training they will receive in this session is on a very important phase of youth development.

Procedure

I. Opening Remarks
II. State and County Policies
III. Why Records Are Important
IV. Record Keeping at the Local Club Level
  A. Leader Responsibility in Record Keeping
  B. Member Training Record Keeping
V. Skill Exercise in Record Keeping
VI. Question and Answer Period
VII. Summary
VIII. Presenting Leaders' Guides on Record Keeping

Our Goals

1. Help leaders appreciate the importance of record keeping in 4-H Club work.
2. Help leaders be better prepared to teach record keeping.
3. Help leaders with ways to get members to do a more effective job in 4-H record keeping.
4. Help leaders understand their responsibilities in record keeping.

Materials Needed

1. Pencils and paper for everyone
2. Chart visuals
3. Easel
4. Record cover (300-1), Activity Sheet (300 A-1), 4-H story sheet (300 A-2), 4-H record forms for everyone
5. Green hardback record book cover
6. Data sheets (leaflets 200-L5a, 200-L5b, and 200-L5c)
7. New Mexico Leaders' Handbook (circular 291)
8. Record Keeping Leaders' Guide (200-L5A)
9. Enrollment Blank (200 B-5A)
10. Local 4-H Club Summary Blanks (200 B-10 and 200 B-10a)

I. Opening Remarks

A. Welcome leaders to the training meeting.

B. Explain to the leaders this session is to better prepare them to train and assist 4-H members on record keeping.

C. Explain to the leaders some of the points to be covered will be a repetition, but they are for the benefit of new leaders present.

D. Let leaders feel free to ask any questions at any time--especially if there are points they do not understand.

II. State and County Policy or Procedure of Distribution of Record Book Covers, Activity Sheets, and Project Folders.

The instructor should have a copy of 300-1, "My 4-H Club Record"; 300 A-1, "My 4-H Activity Record Form"; 300 A-2, "My 4-H Story for 19__ Club Work"; and a green 4-H record cover and 4-H enrollment blanks.

A. State Policy

1. Four-H member gets a copy of 300-1, "My 4-H Club Record", each year. (Show record book to leaders)

2. Four-H member receives green cover hardback record book on his third year of club work. (Show this record book cover to leaders)

   a. Member is only entitled to one green hardback record cover.

   b. In case of loss or other reason, member may buy extra green hardback record cover.

3. After third year and subsequent years, member receives copy of 300-1.

4. The hardback record covers are sent by the State 4-H Club Office to the counties, based on the third year member enrollment.

5. Counties order project material from the Bulletin Office.

B. County Policy

1. To follow state policy in distribution of record book covers and project folders.

2. County Procedure or Policy

   a. First--leader submits 4-H enrollment blank to county extension office soon after organization or reorganization of 4-H Club.

      (1) Any addition of new members can be submitted in writing to county extension office.

      (2) These additions will be added to the enrollment.

b. Second--enrollment is checked with permanent record by extension secretary. Any correction or clarification needed will be made by agents and 4-H leader.

c. Third--county extension secretary types a copy of enrollment for leader and office copy, and prepares record folders and covers for each member on the enrollment.

d. Fourth--leader will come for record books and folders at extension office, or agent will mail or deliver them to the leader.

e. Fifth--leader will distribute books to members.

The following step "Why Records are Important" will be explained by the use of charts. Each one of the points on the chart should be covered with a strip of non-transparent paper or cardboard. Remove covering strips as instructor explains each point.

III. Why Records Are Important

A. Educational Objectives

1. To help a club member keep a record of his or her work.

2. To help a club member realize how much he or she has accomplished during the year.

3. To help members learn how to figure costs (hours, energy, and money).

4. To help the leaders and/or agents determine how much of a project a member can carry.

5. To help the members realize what they have learned during the year.

6. To help the leaders and/or agents realize what members have learned during the year.

B. Other Objectives

1. Provides a basis for checking completion.

2. Provides a means of deciding whether members are qualified for awards.

3. Accumulated records are a basis for determining winners in National Award Programs.

4. Furnish leader information to complete "Local 4-H Club Summary".

This part of session can be presented by lecture or discussion.

IV. Record Keeping at the Local Club Level

A. Leaders' Responsibility in Record Keeping

1. Leader situation and responsibility in club

        a. One-leader club

        b. Two or more project leaders

        c. Organizational leader and project leader(s)

B. Member Training in Record Keeping

1. Conduct a training session on record keeping.
    - a. Should be planned and in club program.
    - b. Should have time, place and date set.
    - c. Would be preferable at the beginning of the year.
    - d. There should be follow-up during the year to check progress and give assistance needed.
    - e. Involve and train parents in 4-H record keeping.
    - f. Involve and train (if needed) junior leaders in record keeping.
2. How to train:
    - a. Handout method.
    - b. Individual training and assistance.
    - c. Workshop and special assistance during the year.
3. What should training include:
    - a. Objectives of record keeping
    - b. Who keeps records and when records should be kept and completed
    - c. How to fill out activity sheet (300 A-1) and story writing (300 A-2)
    - d. Methods of keeping project records
    - e. How to assemble
        - (1) Record forms
        - (2) Pictures
        - (3) Newspaper clippings
        - (4) Other materials

V. Skill Exercise in Record Keeping

Procedure:

1. After lecture and discussion on Record Keeping at the Local Club Level, divide the group into small groups of not more than five in each group. (Groups of three may be more effective.) You may group the leaders according to project responsibility.

2. Ask each group to select a chairman who will take the lead in the work session for their group.

3. Outline the problem assigned to the group. Distribute data sheets, record cover, activity sheet, story sheet and project record form. (Agent needs to develop data sheets on other projects to meet the needs of his county and training session.)

4. Instructor and/or other agents should serve as resource people to answer questions that leaders may have in the work session. Resource people should not be part of the group or leaders may depend too much on them.

1. Comments to the total group

The 4-H Club record has been one of the problems 4-H workers (members, leaders, and extension workers) have been troubled with for many years. So that you as leaders can be better prepared to teach your 4-H members record keeping, we are going to go through the experience of completing a 4-H record. This experience should be of great value to you as you may more easily answer questions and train members in this important phase of 4-H Club work.

At this point, ask the group to form into small groups and give each the necessary materials.

Plan for 30-40 minute group work session, breaking in with the following:

VI. Question and Answer Period

You have gone through an experience which will be helpful in your leadership role. Perhaps it would be appropriate at this point to have you leaders ask questions regarding 4-H record keeping.

Instructor can ask other leaders in the group to answer questions and/or instructor should answer questions.

VII. Summary

Briefly emphasize:

A. Objectives of 4-H records

B. Importance of training members in record keeping

C. How to train members

VIII. Presenting Leaders' Guides on Record Keeping

A. Give copy of Leaders' Guide to each leader and explain how it may be used.

B. Thank leaders for their interest during the session and encourage them to attend the next leader session.

C. Announce the time, place and subject of next training session.

Leaflet 200-L5a

Sample Data Sheet

PROJECT RECORD KEEPING
Fat Calf Project

Situation

Bobby Jones, a member of the Eager Beavers 4-H Club, has enrolled in Fat Calf II as his project for 1962. This project will run from November 1, 1961, to September 30, 1962.

When Bobby received his record books and had made selection of a 400# calf, he had the following equipment and feed supplies on hand: one ton of sorghum grain valued at $65 a ton, and one ton of alfalfa hay valued at $24 a ton. Since he had secured show equipment for his first year of fat calf, he had on hand halters, brushes and combs, valued at $10.

On November 14, 1961, Bobby took out insurance on his calf. The insurance cost $3. With everything in order he purchased his calf on November 15, for $100. The following feed was purchased that day.

200# cottonseed meal	- $10.00
200# bran	- 6.00
1600# barley	- 50.00

Other items purchased for his project were septicemia vaccine for $5 on December 10, 1961; a show stick for $2 on May 3, 1962; and soaps and oils for grooming his calf, on May 8, 1962, for $4.80.

The big event for the fat calf project came on September 9, 1962, when the calves were judged at the county fair. Bobby's calf weighed in at 1000# and was classed in the heavy weight. Bobby placed first in the class. The following day his calf sold in the Junior Livestock Sale for 35 cents a pound for a total of $350, and $10 premium money.

On September 30, Bobby completed his records on the fat calf project. From the project he had on hand his show equipment, valued at $12; 700# alfalfa hay valued at $8.40; 40# bran valued at $1.20; and 40# cottonseed meal valued at $2.

Workshop

Using this situation, fill out Record Form 300-L5 completing tables I, II, III, and IV.

Leaflet 200-L5b

Sample Data Sheet

RECORD KEEPING

Catherine Clayton was born March 2, 1950, and is a member of the Buttercup 4-H Club in Dona Ana County. Her address is 971 North 1st, Las Cruces, New Mexico. Local leaders for the club are Mrs. John James and Mrs. Charles Brown, assistant leader. This was Catherine's second year in 4-H Club work and she was enrolled in the Home Living II project. The club had 12 meetings and Catherine attended 10.

She was elected vice-president, which meant that she was in charge of the program planning committee, and was also appointed on the county 4-H float committee for the 4th of July parade. She gave one talk on health ("Breakfast is Important") and one on safety ("Safety Begins at Home") to her club. She appeared on one radio program during National 4-H Club Week.

She participated in the county home economics judging contests in June. She gave a demonstration on making biscuits 10 times to a total attendance of 555, placed first in the county contest in Las Cruces, and in the blue ribbon group at the district contests. Catherine was in the red ribbon group in the county dress revue.

Her Home Living Project exhibits rated in the blue ribbon group at the county fair, and she won a red ribbon on her skirt and blouse at the State Fair. She received $1.50 premium at the State Fair.

In March, the club participated in a conducted tour through the J. C. Penney store in Las Cruces and learned how to select and buy materials for skirt and blouse. The club distributed circulars in the "Shots for Polio" campaign, and Catherine conducted a safety survey in the home. She prepared a batch of biscuits for the window display prepared by the club during National 4-H Club Week. The entire club attended church in a body during National 4-H Club Sunday. Every member wore the 4-H Club uniform. She was song leader of her group at county camp.

The club members had a party for the parents to show them what they had accomplished during the year, and she was on the refreshment committee. All the club members and leaders helped with the March of Dimes campaign in Las Cruces.

RECORD FOR HOME LIVING PROJECT - UNIT II

Name Catherine Clayton Address 971 N. 1st, Las Cruces Year 1962

DATE	WORK DONE	COST, IF ANY
January 28	Made dividers for one dresser drawer	$ .50
February	Prepared fruit and juice for breakfast 3 times	
February 18	Selected and potted house plant	.75
February 22	Completed pair of pillow cases	1.25

SKETCH OF CHARTS

WHY RECORDS ARE IMPORTANT

Educational Objectives:

1. Record of 4-H member's work
2. 4-H member's accomplishments
3. Learn how to figure costs
4. Determine how much of project completed by member
5. Member realizes how much he or she learned
6. Leader and/or agent realizes what member learned

Other Objectives:

1. Basis for checking completion
2. Member qualification for awards
3. Used for National Award Programs
4. Information to complete "Local 4-H Club Summary"

New Mexico 4-H Leadership Series
Number 200 L-4

Agent's Guide

for

Teaching

4-H LEADERSHIP DEVELOPMENT

4-H PROJECT SELECTION

Cooperative Extension Service
New Mexico State University
University Park, New Mexico

NOTE:

This series of Instructors' Guides is designed to assist agents in leader training. They were written with the idea that a county extension agent would present the unit. However, it may be possible that a volunteer person use this guide in presenting the lesson.

When a volunteer person presents the lesson, it will probably be necessary for the county extension agent to assist the volunteer in preparing for the lesson prior to the actual training meeting for the leaders.

It has been necessary to develop these instructors' guides for use under a variety of situations; thus, certain assumptions have been made about county program policy and organization that may or may not be true for your county.

To correct any error in this regard it is expected that each county staff would revise any procedure used in this guide to best meet their own county situation. Here's one way you might do it:

THINGS THAT WE IN THIS COUNTY WANT TO ADD OR SUBTRACT FROM THIS LESSON

Items to add or subtract	At what step in the lesson procedure
i.e., 1. Subtract--can serve as ex-officio members, and Add--should be members	1. Procedure IV under The Worker on No. 3 under b.

GUIDING 4-H MEMBERS IN PROJECT SELECTION

AGENTS' GUIDE

PURPOSE:

* To teach local 4-H Club leaders the important points to consider in assisting members to select projects
* To familiarize leaders with New Mexico policies on 4-H projects
* To stress importance of leaders giving guidance to 4-H members in project selection

PRESENTATION METHOD:

* Lecture and discussion

TIME:

* Minimum of 30 minutes. More time may be allotted, depending on discussion.

MATERIALS NEEDED:

* Flannelgraph board
* Visuals
    1. Practical
    2. Worthwhile
    3. Abilities
    4. Experience
    5. Challenge
    6. Time
    7. Facilities
    8. Cost
* Manual 200 A-2, Requirements for 4-H Club Home Economics Projects (one per leader)
* Manual 200 A-10, Your 4-H Agriculture Projects Requirements (one per leader)
* Leaders' Guide on Project Selection (one per leader)

A SUGGESTED PROCEDURE IN PRESENTING TRAINING SESSION

I. Purpose and importance of a training session on project selection

II. Projects defined; importance of projects in 4-H Club work

III. Projects offered in New Mexico 4-H Club work

  A. Basic

  B. Supplementary

IV. Some Project Policies

  A. Number of projects a member may enroll in

  B. Classification of projects a member may enroll in

  C. Number of projects per club

  D. Progressive units of projects

  E. Parent cooperation

  F. Additional 4-H project requirements

  (Text may be taken from the Leaders' Guide on the above six points)

V. Points to consider in Selecting Projects

  A. Practical

  B. Worthwhile

  C. Within Ability of member

  D. Experiences

  E. Challenge

  F. Time

  G. Facilities

  H. Cost

  These points are not listed in order of importance. Leaders might be called on to give points. They can be placed on flannelgraph board as they are named.

VI. Helps Available

  Give each leader copies of 200 A-2 and 200 A-10. Show leaders how the manual may be used in project guidance.

VII. Summary and Discussion

  Give leaders an opportunity to clear up any questions they may have. Pass out Leaders' Guide on project selection. This can be used as a reference in their work.

New Mexico 4-H Leadership Series
Number 200 L-2

COOPERATIVE
EXTENSION SERVICE

Agent's Guide

for

Teaching

4-H
LEADERSHIP
DEVELOPMENT

4-H CLUB LEADER'S RESPONSIBILITIES

Cooperative Extension Service
New Mexico State University
University Park, New Mexico

LEADER RESPONSIBILITIES

AGENTS' GUIDE

PURPOSE:

* To teach adults volunteering for 4-H leadership roles the responsibilities in conducting a local 4-H Club program

* To familiarize leaders with the different responsibilities in 4-H leadership roles.

* To help leaders do their jobs more effectively

PRESENTATION METHOD:

* Discussion, chalk talk, workshop

TIME:

* Discussion and chalk talk--one hour
  Discussion and workshop--one and one-half hours

Suggested Procedure in Presenting Training Session

(Use leaders' guide as text)

I. Purpose of training session

II. Types of leaders in the 4-H Club program

III. Responsibilities of leaders in the local 4-H Club

A. Organizational leaders

B. Project leaders

If only one type of leader is attending, you might wish to cover only that type Method: divide into small buzz groups (3-4) and let each group write down what they feel jobs are. Call on each group for their list, or list jobs on blackboard as individual leaders give them. Each responsibility can be discussed as listed.

IV. Discussion

Give leaders an opportunity to bring out any individual problems they might have which may not have been covered through the above responsibility discussion.

V. Summary

Yes, the job of a 4-H Club leader is a big one, but--

A. It is challenging and very important.

B. It is rewarding, not in dollars but in satisfaction of accomplishment in seeing boys and girls develop their talents and abilities toward more useful citizens.

C. It is being done every day in every county in New Mexico.

D. And you are among those proving that it can be done.

(You might wish to use "This I Believe" in summary)

Give each leader a leaders' guide on responsibilities.

Materials needed:
- Blackboard and chalk or large note pad
- Pencils and paper
- Leaders' guide on responsibilities (one per leader)

Another suggested procedure in presenting a leader training session on responsibilities might be as follows:

I. Purpose of training session

II. Types of leaders in the 4-H Club program

III. Different leadership roles in a 4-H Club program--junior leaders, adult leaders, parents, agents

Workshop method--divide leaders into small buzz groups, for discussing and completing sheet on division of responsibilities in conducting the 4-H Club program. Each buzz group might be assigned certain sections of the sheet to complete. Give twenty minutes for groups to check responsibilities. Call on chairman of each group to tell who they assigned each of the jobs to, and why. Thirty to forty minutes might be used in this part of the session.

IV. Summary

Give each leader a leaders' guide on responsibilities. You might wish to use "This I Believe" in summary.

Materials needed:
- Pencils
- Copies of worksheet, "Division of Responsibilities in Conducting the 4-H Club Program"
- Leaders' Guide on Responsibilities

200 L-2a

DIVISION OF RESPONSIBILITIES IN CONDUCTING THE 4-H CLUB PROGRAM

JOB	JR. LDR.	ORG. LDR.	PROJ. LDR.	PARENTS	AGENTS
1. Inform a community about 4-H Club work where 4-H does not exist					
2. Secure 4-H Club leaders					
3. Organize a new 4-H Club					
4. Reorganize a 4-H Club that was functioning last year					
5. Visit 4-H members' projects					
6. Take the lead in planning a local 4-H Club program					
7. Take the lead in planning the county 4-H council program					
8. Provide financial assistance for members' projects					
9. Instruct 4-H members in record keeping					
10. Initiate plans for the selection of county award winners					
11. Guide members in project selection					
12. Collect record books at end of club year					
13. Attend local 4-H Club meetings					
14. Take 4-H members to club meetings					
15. Initiate county-wide 4-H Club officer training					
16. Visit parents to interest them in 4-H Club work					
17. Instruct 4-H members in judging and demonstration activities					
18. Help 4-H members in the preparation of exhibits					
19. Complete local 4-H Club end-of-year reports					
20. Initiate plans for a local Achievement Day program					
21. Provide reference material for demonstrations					
22. Prepare meeting place for 4-H members to meet					
23. Responsible for planning county leader training programs					
24. Initiate plans for conducting local community activities					
25. Check local 4-H Club enrollment blank prior to submitting to county office					
26. Train local leaders in subject matter					

200 L-5A

4-H LEADER'S GUIDE

Teaching 4-H Club Members

IN

4-H RECORD KEEPING

To Leader:

This Leaders' Guide is to supplement leader training you may have received in record keeping, and the information now available on this subject in the New Mexico Leaders' Handbook, pages 14-17.

Keeping records is one of those things very few people enjoy. But, in our competitive world, the habit of good record keeping is a very valuable asset. Almost everyone needs to keep some kind of records. Any vocation that a 4-H member chooses will require him to know something of records and how to use them. So, record keeping in 4-H Club work is a valuable learning experience.

The 4-H Staff

4-H CLUB RECORDS

You undoubtedly have been asked or will be asked, "Why keep records?" When this happens, it is time to begin changing the attitude of the member to a more positive attitude. The following are some of the reasons why 4-H records are important.

.....To help members learn how to keep a record of their work.

.....To help members realize how much they have accomplished during the project year.

.....To help members figure costs (hours, energy, and money).

.....To help leader and/or agent determine how much of a project a member can carry out.

.....To help members realize what they have learned during the year.

.....To help leader and/or agent realize what the members have learned during the year.

.....To be used for checking completion.

.....To provide a means of deciding whether members are qualified for awards.

.....Records are a basis for determining winners in the National Awards Program.

.....Check pages 14-16 of the New Mexico Leaders' Handbook.

Perhaps there are two very important points leaders should consider as you work with boys and girls--one is capability and the other is interest. Young 4-H members (10-12 years old) have short interest spans, so it will be difficult to concentrate on things for too long at a time. As for capabilities, boys and girls are all different as individuals, and so are their capabilities. What may be easy and interesting to one boy or girl may be very difficult to other boys and girls, even if they are of the same age. The sooner we learn to understand the members as individuals, the easier it will be to help them in club work.

RECORD KEEPING AT THE LOCAL CLUB LEVEL

Leader Responsibility:

In New Mexico, leadership in local clubs can be of the following types: one-leader club, two or more project leaders, or an organizational leader and project leader(s).

Where the club has only one leader, the responsibility of record keeping by the club members will be on the one leader.

In clubs where there are two or more project leaders, the leader is responsible for record keeping training for the members carrying the project for which he or she is responsible.

For clubs that have an organizational leader and project leader(s), the project leader responsibility is similar to the previously explained situation. At the end of the club year, the project leader submits record books to the organizational leader, who has the responsibility of preparing the "Local 4-H Club Summary." This type of arrangement is more ideal, since it distributes the responsibility to more people and is less hardship on any one person.

In the last two situations an understanding should be worked out among the project leaders and organizational leader so that at the end of the year's work, the job has been satisfactorily completed.

Member Training:

Training of 4-H members in keeping 4-H records should be a "must" in the 4-H Club program. A definite date for a training session should be included at the time the local 4-H Club program is prepared. This training should preferably be scheduled early in the club year. If this is done, the member will be better prepared to keep records as the club year progresses.

During the club year, you should check progress of members in keeping records up to date. If member needs help, special assistance can be given before it's too late.

You may consider the possibility of including 4-H parents in the record training session given to the 4-H Club members. If parents learn how to help their sons and daughters with 4-H records, the leader's job will be easier. Parents can assume a very important responsibility in this area of 4-H Club work. Be sure to caution parents that 4-H records are an educational tool for the members, so parents should not fill in the records for the members.

Of course, another important person who can be of great help in record keeping is the junior leader. So that the junior leader's effort can be most effective, he or she may have to receive more training and understand his or her responsibility. Don't assign this task to a junior leader unless he or she volunteers for it.

How to Train:

There are possibly three ways to train members in record keeping. They are: the handout method; individual training and assistance; and, work session and special assistance during the year.

A. Handout Method

In this method, the member is given his record books and project material at the beginning of the club year. The only training given is when he or she has a question. This is not very successful, especially with young members.

B. Individual Training and Assistance

Through this procedure, the leader does all the training on the individual basis. This method is very time-consuming, and the members may become very dependent on the leader for the completing of the record book.

C. Work Session and Special Assistance

In this method, the leader has a work session for all the members at the beginning of the club year, as already explained. Then plans are made at different business meetings during the year to check progress and give special assistance.

This will give the members the opportunity to assume more responsibility in filling out their own records. By this method, records are apt to be completed and more accurate at the end of the year.

Record keeping can be made an educational tool by following this method.

What Should Training Include

These are the points which should receive special emphasis in training 4-H Club members in record keeping:

1. Why keep records
2. Who keeps records and when records should be kept and completed
3. What's included in activity sheet (300 A-1) and 4-H story (300 A-2)
4. Methods of keeping project records
5. How to assemble
    a. Record forms
    b. Pictures
    c. Newspaper clippings
    d. Other materials

1. Objectives of Record Keeping

In the section on "why records are important" a broad outlook is given as to their importance. In explaining this phase to 4-H members, confine the reasons to record keeping to these points.

1. Help members to figure cost
2. Help members see advantages and disadvantages of project (costwise)
3. Are basis for completion of project
4. Are basis for determining recognition

If members understand and believe these points, it may stimulate them to do a good job of record keeping.

2. How to Assemble

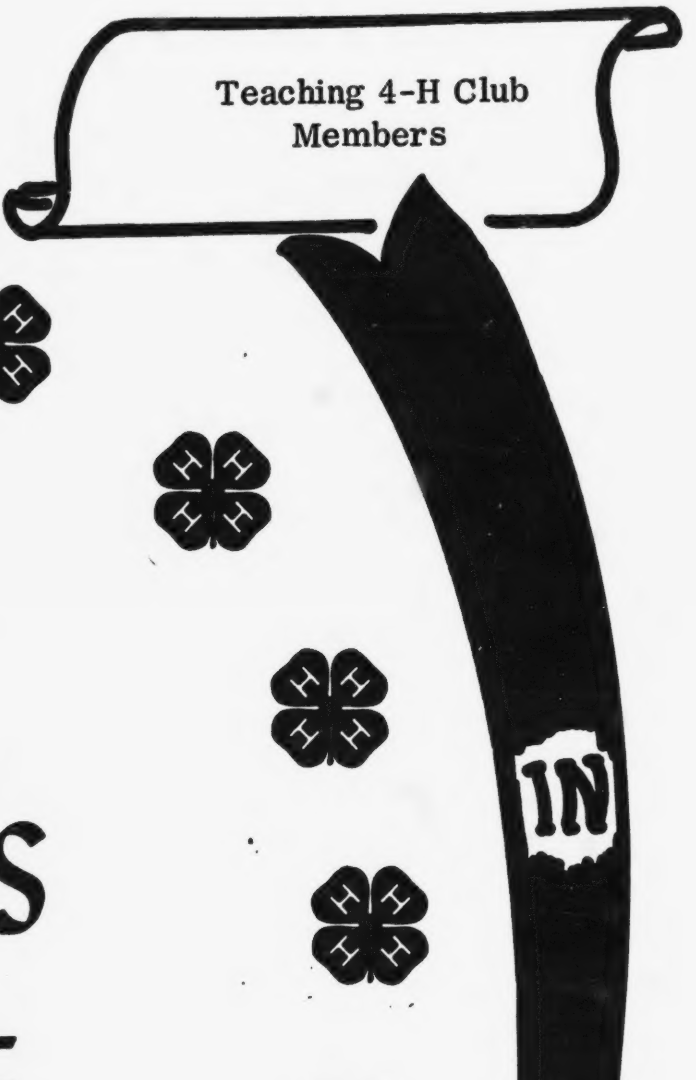
In the soft record book cover 300-1 is included a page on "Instructions for Keeping Record Book" (300-3). The information on this page can be used very effectively to train members on who, when, and how records should be kept.

How to Keep Project Records

A workshop session is a suggested way to train members in project record keeping. The agent can give you training or offer further suggestions on how a session on project record keeping can be conducted with the members.

Periodic checking during the year of 4-H members' progress with their records will also be an added means to train and assist.

200 L-4A



Teaching 4-H Club Members

IN

4-H PROJECT SELECTION

4-H LEADER'S GUIDE

GUIDING 4-H MEMBERS IN PROJECT SELECTION

The 4-H Club project is the basis of 4-H Club work. Projects are individual tasks which have definite minimum requirements for completion. Members begin their work with a project and continue working on projects during their membership.

The project gives life and meaning to 4-H Club work. It gives members an activity that demands the use of their hands and minds. It gives them personal responsibilities and an opportunity to express themselves in speech, writing, demonstrations and exhibits. The project helps members develop personality and character. It is a valuable tool in assisting you as a local 4-H Club leader in fulfilling the objectives of 4-H Club work -- that of developing boys and girls.

Over 40 different projects are offered to 4-H members in the New Mexico 4-H Club program. Most projects are associated with some phase of agriculture or home economics. There are two general divisions of projects -- basic and supplementary. Basic projects are directly related to agriculture or the home. Crafts, handwork, and other hobby type projects are classed as supplementary.

Each boy or girl joining 4-H Club selects one or more projects. Careful guidance should be given members in selecting the project they enroll in. The following guideline may be of help to you in assisting members select projects.

1. Members should be encouraged to enroll in only one project the first year. As they continue in 4-H Club work, older members may be permitted to carry additional projects only to the extent that they have proven themselves as capable members and as the situation warrants.

   Members should definitely be discouraged from taking a large number of projects just to build up a big record.

2. Each club member should enroll in at least one basic project. A member will not be allowed to enroll in just a supplementary project without approval from the county extension agent or local leader.

3. Leaders should consider the total number of members in the club and the number of project leaders available when allowing members to enroll in a wide variety of projects. An ideal situation would be to have one project leader for each subject-matter area.

   Members of new clubs should all be encouraged to take the same project, if possible.

4. Progressive units of a project such as four units in garden during four years should be much preferred over the system of one unit in garden, one in beef calf, one in home beautification, and one in tractor during four years. In other words, if a member enrolls in a project which is practical to him, he should continue through more than one unit of that project, providing it is available.

5. Projects are tasks associated with the individual member's farms and homes. Parent cooperation is very essential to a member doing good project work. Leaders should visit with member's parents and inform them on projects available and their requirements. Parents can help their children in selecting practical projects as well as assist with project material such as ground, livestock, or other equipment.

6. State 4-H Program Development Committees have been organized for the purpose of developing 4-H projects and material. When a boy or girl has interest in an area where progressive units have not been developed, then the leader should notify the agents as to needs and interest in more advanced units.

POINTS TO CONSIDER IN SELECTING PROJECTS

1. Practical - does it fit well into the home situation?
2. Worthwhile - would this provide a learning experience?
3. Within ability of member - can member do the work?
4. Experiences - will project offer new educational experiences?
5. Challenge - will the member be inspired to achieve?
6. Time - does member have time to devote to this project?
7. Facilities - is equipment available?
8. Cost - does the member have initial and operating cost?

If a boy has produced a grand champion steer and has not become a grand champion himself, the project has not been sucfessful. It is not what the boy or girl does on his record that is important, but what the making of the record does for the boy or girl.

200 L-3A

4-H LEADER'S GUIDE

Teaching 4-H Club
Members

IN

PLANNING
LOCAL 4-H CLUB PROGRAMS

Why Plan Ahead ???

PERMITS EACH MEMBER TO TAKE PART IN PROGRAM

MAKES MORE INTERESTING BETTER BALANCED MEETINGS

GIVES A FEELING OF SECURITY AND PERMANENCE TO PROGRAM

PROVIDES EXPERIENCE FOR BOYS AND GIRLS IN PLANNING AHEAD

The Job

Planning the year's program for your club month by month, item by item, and member by member is a job. It is a worthwhile job, for the success or failure of your club depends on your program and how it's carried out.

Before you begin, think over what the club did last year and ask some questions and try to find the answers. You might ask your program planning committee some things like this:

* * Were the programs dull--too short--too long--or lacking in variety?

* * Did the program interest all members of all age levels in the club?

* * Why did Joe, Mary, and Pete drop out?

* * Did each member appear at least once on the program? Or did three or four do the whole thing?

* * Did you have recreation and singing on every program?

* * Did your club participate in county camp activities and other county-wide activities?

* * Did you have "special" programs such as safety, health, soil conservation, etc.?

* * How many members from your club participated in judging and demonstrations and other contests?

* * Did your club president have an orderly business meetings or did members literally "raise cane"?

* * Is your community, the parents and businessmen aware of your club and what it's doing?

* * Did your club members carry off some ribbons at the county fair, because the quality of their project work was tops?

If in asking these questions, you get some discouraging answers, take heart, for last year's mistakes can become this year's opportunities.

When to Plan Program...

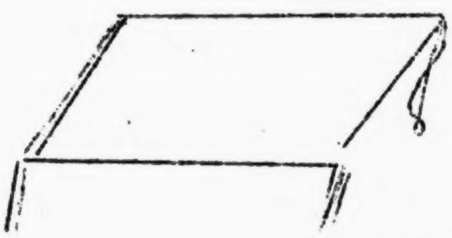
????
October
November
December

Possibly the most ideal time to plan the program should be soon after the club has organized or re-organized for the coming club year. The less time lapse between ending one year program and beginning of the other leads to a smoother and continuous program.

If the club can organize or re-organize immediately upon completing the past year's program, the persons responsible for planning the program can begin to make plans for the coming year.

The Workers

Who Plans the Program...



One of the following plans usually is used in program planning:

A. The Whole Club-- This procedure is suitable for a small club or a club of inexperienced members working under close leader's guidance.

B. The Program Committee-- In the majority of 4-H Clubs, the vice-president and a committee of club members, under leader's guidance plan the tentative program for final approval by the whole club. The leader and president can serve as ex-officio members of the program planning committee.

This program planning committee should be appointed at the first or second meeting. It may be desirable for the committee to meet twice. The first meeting can be used to determine dates or months for special events such as tours, picnics, money raising events, parents' meetings, achievement days, club specials and parties.

At the second meeting of the committee, it could select the program numbers for each month's meeting, step by step. The committee should meet enough times until the program is completed.

The Goals

. . . where To Get Ideas

Materials in the following pages is set up as suggested program helps. You need not and should not use just this material. Other programs should be studied; original program ideas by committee and club members can be used.

The part of the program having to do with project work can be obtained from project books and other USDA and university bulletins. Valuable suggestions can be found in newspapers, National 4-H Club News and other magazines. Scrapbooks of program ideas kept by alert junior leaders through the years are fine sources of information at program planning time.

Many commercial concerns publish interesting educational circulars and bulletins that will brighten your program. Similar helps are available for conservation, safety and nearly all phases of your program.

* * DON'T FORGET TO USE ORIGINAL IDEAS OF YOUR CLUB MEMBERS * * * * * * * *

The Methods

Your committee should have in mind the project requirements and what demonstrations, discussions and judging will be necessary to help the member carry his project through to completion. (A demonstration can be very simple as long as it shows a practice or principle).

Have in mind too, or on paper, all the extra activities your club will want to do, such as tours, picnics, parties, money-raising affairs, camps, etc. Find out the approximate county dates for such things as fairs, dress revues, 4-H Sunday, county and state camp, etc.

Have a check list of all club members' names and projects. Program numbers are assigned with regards to the member's age, experience in club work, ability, and interest. Each member should appear on the program at least once (and maybe twice), in the year. Some special activities such as safety, health, better methods, soil conservation, careers, grooming should also be included in the program.

The program can be mimeographed in the form of a yearbook and given to each club member. It may be that the Extension agent's office has mimeograph copies, forms or booklets for writing in the program.

Remember that your program can't be carried through the year without some changes or alterations. Make room in your program for new members as they enroll--and discuss timely topics that arise after the program is made up.

The club secretary should copy the complete program in pages provided for that purpose in the secretary's book.

Successful programs do not just happen. Even after the program planning committee has finished its job, and the program has been given out, the program actually exists only on paper.

As the vice-president is usually program chairman, it is his or her job to announce the program at each meeting. He should be constantly on the look-out for bulletins and articles that will help the members with the subject that has been assigned to them

A good program chairman will also remind the club members who are to have a part on the program at the next meeting, so that the member can't say, "I forgot."

Ideas THAT WILL RING the BELL

One essential in making interesting programs is variety. Work out original ideas with some surprise features occasionally. Here are a few suggestions:

OUTSIDE PROGRAM

Occasionally invite a representative of the health department when your program is on health; or a safety director when it is on safety; or a Forest Service or a Soil Conservation Service representative when it is on conservation. It would be preferable to have the representative sit back and take part in the discussion, rather than lecture to the group. Or maybe they'll have some good slides or movies to show you on their subject.

EXCHANGE

Invite a neighbor club to one of your meetings. You have charge of business and let them put on a program. Perhaps they will invite you to one of their meetings, and in that case, it is their business and your program. Try It!

SPECIAL FEATURE

Do you have an especially talented person in your county or nearby who could put on a special feature? Has a 4-H club member in your county had a special trip to the National Camp, or the National Congress, or the Round-Up in Denver? Why not ask him to tell you about his trip? Does the county agent have a demonstration team that has made county or state recognition? How about a special movie? On such occasions why not invite the entire community?

MOTHER AND DAD MEETING

Had you thought of having Mom and Pop put on a 4-H program at one of your meetings? They sure are good, but when you try it, be sure to appoint a committee of parents for the program and for recreation and check up to see they are working.

MONTHLY SUGGESTIONS FOR YOUR CLUB PROGRAM

Business	Demonstrations or Talks*	Social-Recreational
	October	
Elect Officers Appoint program planning committee Appoint membership committee Appoint initiation committee Vote in new members Secretary starts new book Collect enrollment cards Plan Thanksgiving box for needy family or orphanage	Courtesies in club meetings Explain projects for new members Discuss 4-H record books History of our 4-H Club Story of our community Observe rules of table etiquette Project talk or demonstration	Ice breakers Learning to sing Halloween party Hike Parent's night Exchange meeting Achievement program
	November	
Report of the program planning committee Set up goals Install new officers Vote in new members Members turn in enrollment cards Discuss 4-H charter and seals Discuss jobs of junior leaders Appoint special committees	History of 4-H Clubs in New Mexico Making useful Christmas gifts Courtesies on dates The story of Thanksgiving Photography as a hobby	Welcome party for new members Practice Christmas carols Exchange club meeting Box social Thanksgiving party Basketball organization
	December	
Initiation of new members Give out program books Set goals for club seal Report of membership committee Make plans for officers' training session Plan ways to finance club activities Plan "Xmas Tree" soil conservation project	Exercises to correct your posture How to care for one who has fainted Importance of a good breakfast How to plan and give a demonstration Tell the story of Christmas Why keep a memory book on 4-H How to introduce people easily How to keep 4-H records	Christmas caroling Hobby show Box supper Hike for Christmas trees Indoor games

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* In Demonstrations and Talks, topics related to members' projects could be included. Remember these suggestions may be used as a guide, but members may have many other suggestions.

Business	Demonstrations or Talks	Social-Recreational
	January	
Preliminary planning for National 4-H Club Week Plan a health program for club Plan for a Valentine party Report of parliamentary training session Discuss ways of "pepping up" 4-H Club Discuss 4-H county council Report of "Xmas Tree" soil conservation project	Cleaning and shining shoes Safety in using firearms Feeding birds in winter Corrective exercises for poor posture	Learn new musical games Scavenger hunt Weight guessing contest Handicraft Make homemade games
	February	
Complete plans for National 4-H Club Week Plans for St. Patrick's Day program Plans for club health program Plan fire prevention program How club can help with community project Check progress on record books	Explain contests available Courtesies at the movies Keeping the 4-H record Highway patrolman on safety Exercises for people of different ages and occupations Correcting eye fatigue by use of proper light	Valentine party Box or pie social Washington or Lincoln skit Etiquette party
	March	
Report of county 4-H council Check project enrollment Discuss suggestions for improving club meetings Make plans for community project Check how members are progressing with project demonstrations	Use of first-aid kit Common highway courtesies to practice Sound mental health Caring for cuts and burns House fly prevention and control	Stunts Spelling match Playing homemade games Tell riddles National 4-H Club Week program Father and son debate Treasure hunt

Business	Demonstrations or Talks	Social-Recreational
	April	
Plan program for 4-H Club Sunday Report of National 4-H Club Week activities carried by the club Make preliminary plans for members to participate in summer demonstration and judging activities	County, district, state and national events Good hobbies for 4-H members Tips on good manners	Kite flying contest Nature hike Learn outdoor recreation Landscaping church or school grounds Parents' program
	May	
Hold project tour or complete plans Observe 4-H Club Sunday Deadline for enrollment* Check on "dead timber" in club Members decide on contests they will participate in during summer months Discuss 4-H county camp program	First aid on the farm and at home Photography for everyone Caring for sunburn The church and the community	Softball organization 4-H Sunday Clean church or cemetery grounds Exchange club program Mother's Day program Memorial service
	June	
Ways to help members going to district and state contests Plan a special affair for 4-H parents Start demonstrations and judging teams Hold project tour Check progress on record books	Talks on good sportsmanship How well do you stand and walk	Softball Swimming party Ice cream social Outdoor games Evening campfire Picnic after tour

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* Deadline for enrollments may vary according to county regulation

Business	Demonstrations or Talks	Social-Recreational
	July	
Plan for district and state contests Discuss fair exhibits Training for judging and demonstrations Make plans for club or county picnic Discuss club booth	What a good booth looks like How a good demonstration affects the audience Common causes of eye injury Essentials of safe water supply	Practice patriotic songs Independence party Swimming party Roller skating
	August	
Discuss project completions Hold local achievement day Plan fair exhibits Assist members in completing records Prepare for fair booth Plan club achievement program	Parents help in 4-H Care for teeth by day and by year Our table manners What to see at the fair What is a 4-H completion	Watermelon feed Outdoor games Panel discussion Parents' night
	September	
Evaluate the year's 4-H Club program Appoint nominating committee Appoint membership committee Complete secretary's book Complete project records Choose a club activity	Correct introductions Relationship of Extension organization The importance of cooperation in the 4-H Club program How to recognize 4-H friends	Exchange meeting Parents' night Achievement program Hayride

IDEAS and Suggestions for ROLL CALL

Why I joined a 4-H Club
One interesting thing I learned in the club
Name a good health habit
Name a common courtesy
Give a characteristic of good posture
Name a table courtesy
Give a safety habit for the home
Give a safety habit for the highway
A New Year's resolution
Name an interesting fact about Lincoln
Name an interesting fact about Washington
One thing I would change in our home
Tell the 4-H event you like best in the year
Name your favorite church hymn
The number of years you have been a club member
Name your favorite 4-H Club project
Tell an interesting fact about the flag
Pay IFYE dues as you answer roll call
Grade in school
How to get more members for our club
A safety measure to use while driving
What I will exhibit at the fair
Prizes won at the fair
First aid practices to use
Fire prevention rules
Favorite club activity
The thing I most enjoy doing with my parents
A cause of farm accidents
A Christmas tradition in our family
How to improve our program for next year
When was your most embarrassing moment

SAMPLE PROGRAM

Clever Clovers 4-H Club

DATE: January 20
PLACE: Community Hall
TIME: 7:00 P.M.

Pledge to flag led by------------------------------Crystal Wood
4-H Club Pledge led by----------------------------Patricia Hamilton
Singing led by------------------------------------Rod Hancock

BUSINESS
- Roll Call - A Safety Habit on the Highway
- Reading of Minutes-----------------------------Cheryl Stewart
- Committee Reports
    - Report on plans for membership drive------Ronnie Caldwell
- Old Business
- New Business
    - Make plans for leaders and junior leaders to attend District 4-H Leaders Short Course

SPECIAL EVENTS
- Report by New Mexico IFYE delegate

PROJECT PERIOD
- Preparing a Seedbed---------------------------Steve Arnold
- Check to see that members have all record books--Local Leaders

RECREATION
- Games--Edward Blancett
- Refreshments----------------------------------Refreshment Committee

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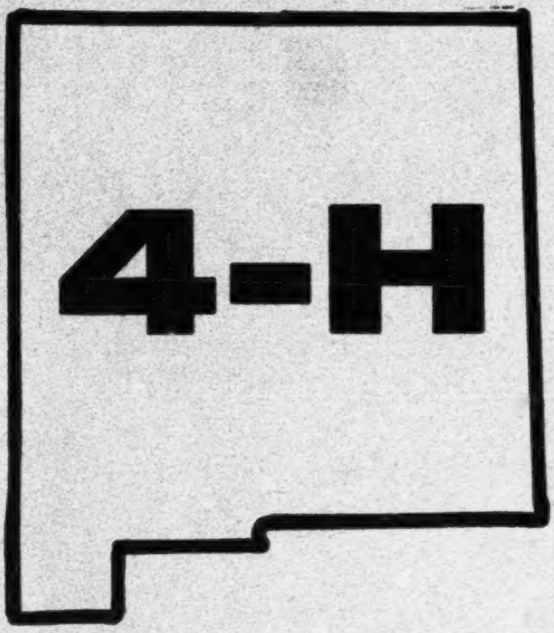

Teaching 4-H Club Members
IN
4-H LEADER'S RESPONSIBILITIES

4-H LEADER'S GUIDE

Cooperative Extension Service
New Mexico State University
University Park, New Mexico

LEADERS' JOB RESPONSIBILITIES

County extension agents direct the 4-H club work in each county, but they need the help of adult leaders who work with 4-H club members in planning and carrying out the club's program. This program is planned around the interest, enthusiasm, and goals of the members and leaders. Young people join a club with a desire to belong to a club, to do things that have action, and to succeed in something. How well they succeed depends not only on the members but on the adults who work with them. You as a local leader are a very important part of the 4-H club program, and you can contribute much to the success of 4-H club work.

Some 854 adult men and women serve as local 4-H club leaders in New Mexico. They serve over 8,000 boys and girls in some 450 local 4-H clubs. These adults serve in several different leadership roles.

* Organization leader -- the organization leader is in charge of all general club meetings and gives guidance in organizational procedures, club activities, and general programs. He is the contact person between the club and the county extension office.
* Assistant leader -- the assistant leader is responsible for certain club activities and would take over in the leader's absence.
* Project leader -- the project leader works directly with members enrolled in a particular project or combinations of projects.

Local 4-H clubs may have one or a combination of the above leaders. An ideal situation for a club with several types of projects might be an organizational leader and several project leaders to assist with project work.

TO DO THE JOB EFFECTIVELY--WHAT ARE MY RESPONSIBILITIES

ORGANIZATIONAL OR MAIN LEADER

1. Inspire the 4-H club member. Help him to see his goal and work toward that goal.
2. Enroll 4-H club members.
3. Lead the club at its meetings and all activities except those led by other leaders.
4. Guide members in project selection.
5. Help officers plan a simple order of business for each meeting.
6. Attend all general club meetings.
7. Assist members in planning programs for their 4-H club.
8. Help parents understand 4-H club work.
9. Visit club members' homes and encourage parents to support their children in the program.
10. Assign suitable responsibilities to club members and encourage the fulfilling of these duties.
11. Provide subject matter instruction to club members when project leaders are not available.
12. Help club plan exhibits, achievement days, special activities and events.
13. Attend with members of the club those county 4-H activities in which the club is participating.
14. Coordinate the work of other leaders in the club.
15. Participate in county 4-H council meetings and training meetings for leaders.
16. Furnish the county extension office with enrollments, completions and other reports when requested.

TO DO THE JOB EFFECTIVELY--WHAT ARE MY RESPONSIBILITIES?

PROJECT LEADER

1. Help organizational leader in guiding members in project selection.
2. Help members to understand the work to be done as outlined in their project books.
3. Help members to understand the reports to be made and records to be kept.
4. Help members plan and carry out their projects.
5. Help members with exhibits of their projects at fairs, shows, and in show windows.
6. Visit the members and their parents to discuss project work and related 4-H activities.
7. Conduct project tours if only his or her project group is involved.
8. Help conduct project tours if other project groups or the club is involved.
9. Conduct workshops or work sessions in such projects as tractor, records, home living, etc.
10. Give some method demonstrations in working with project groups.
11. Attend leader-training meetings in your project area.
12. Report to main leader the members' project completions.

It is an honor for a volunteer 4-H leader to have the privilege of guiding and counseling boys and girls of the community through 4-H experiences. As a leader, you are the friend of the club member and his or her family. You are right there when the boy or girl needs help and guidance.

You will have the opportunity to open doors through project work and club activities and help the club member see and set his goals. You will have the opportunity to stimulate him to think, but not to think for him. You will have the opportunity to counsel with him, but not try to manage him.

Your opportunity is to teach, but not to govern; to guide, but not to control.

Your job is a big one and an important one. However, your leadership role does not have to be carried alone. The cooperation of many people is available to help in providing opportunities for the members of your 4-H club. These include your county extension agents, parents, junior leaders, friends of 4-H, and present and former 4-H club members.

"Leaders Preferred"

The boss drives men, the leader coaches them.
The boss depends upon authority; the leader depends on good will.
The boss inspires fear; the leader inspires enthusiasm.
The boss says "I"; the leader says "We."
The boss assigns the task; the leader sets the pace.
The boss says "Get here on time;" the leader gets there ahead of time.
The boss fixes the blame for the breakdown; the leader fixes the breakdown.
The boss knows how it is done; the leader shows how.
The boss makes work a drudgery; the leader makes it a game.
The boss says "Go;" the leader says, "Let's go."

-- A. B. Graham, USDA, retired

THIS I BELIEVE

1. The 4-H boy and girl are more important than the 4-H project.
2. Four-H is not trying to replace the home, the church, and the school--only supplement them.
3. Four-H'ers should be their own best exhibit.
4. No 4-H award is worth sacrificing the reputation of a 4-H member or leader.
5. Competition is a natural human trait and should be recognized as such in 4-H club work. It should be given no more emphasis than other fundamentals in 4-H.
6. Learning how to do the project is more important than the project itself.
7. Many things are caught rather than taught.
8. A blue ribbon 4-H boy with a red ribbon pig is more desirable than a red ribbon boy with a blue ribbon pig.
9. To "Learn by doing" is fundamental in any sound educational program and characteristic of the 4-H program.
10. Generally speaking, there is more than one good way of doing most things.
11. Every 4-H member needs to be noticed, to be important, to achieve and to be praised.
12. Our job is to teach 4-H members how to think, not what to think.

(From USDA PA-376, Highlighting the Heart H in 4-H)

COOPERATIVE EXTENSION SERVICE • NEW MEXICO STATE UNIVERSITY • U. S. DEPARTMENT OF AGRICULTURE

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DIVISION OF RESPONSIBILITIES IN CONDUCTING THE 4-H CLUB PROGRAM

JOB	JR. LDR.	ORG. LDR.	PROJ. LDR.	PARENTS	AGENTS
1. Inform a community about 4-H Club work where 4-H does not exist					
2. Secure 4-H Club leaders					
3. Organize a new 4-H Club					
4. Reorganize a 4-H Club that was functioning last year					
5. Visit 4-H members' projects					
6. Take the lead in planning a local 4-H Club program					
7. Take the lead in planning the county 4-H council program					
8. Provide financial assistance for members' projects					
9. Instruct 4-H members in record keeping					
10. Initiate plans for the selection of county award winners					
11. Guide members in project selection					
12. Collect record books at end of club year					
13. Attend local 4-H Club meetings					
14. Take 4-H members to club meetings					
15. Initiate county-wide 4-H Club officer training					
16. Visit parents to interest them in 4-H Club work					
17. Instruct 4-H members in judging and demonstration activities					
18. Help 4-H members in the preparation of exhibits					
19. Complete local 4-H Club end-of-year reports					
20. Initiate plans for a local Achievement Day program					
21. Provide reference material for demonstrations					
22. Prepare meeting place for 4-H members to meet					
23. Responsible for planning county leader training programs					
24. Initiate plans for conducting local community activities					
25. Check local 4-H Club enrollment blank prior to submitting to county office					
26. Train local leaders in subject matter					

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U. S. Department of Agriculture

200 L-9f

SUGGESTED EVALUATION OF CONTESTS

Older members, junior leaders and adult leaders can study the following explanations and then check (x) the blanks at the right. These principles may be applied in setting up standards and measuring the value of contests for achievement programs, fairs and for other competitive events.

YES NO

I. DOES YOUR CLUB HAVE THE NECESSARY CONDITIONS FOR AN EDUCATIONAL CONTEST?

1. Is there a possibility of success for all members by having classes in different stages of development and by setting standards appropriate to each class? .... ____ ____

2. Are the rules of procedure fair, understandable and defensible; and are there good judges? .... ____ ____

3. Are the contests challenging to all members--standards high enough to insure an earnest struggle for superiority on the part of every contestant? .... ____ ____

II. IS YOUR CLUB ABUSING CONTESTS?

1. Are the superior ones selected, the champions, without requiring effort? .... ____ ____

2. Is the emphasis upon winning rather than upon progress and effort? .... ____ ____

3. Does the competitive spirit run higher than the cooperative attitude? .... ____ ____

4. Is club work exploited by accepting large commercial rewards in terms of manufactured products for "top" achievements, rather than on recognition given on progress? .... ____ ____

5. Is club work exploited through the ambitions of leaders for the community, county or state by "building-up" a winner, rather than by recognizing those who can profit most from the activity? .... ____ ____

6. Are winners paraded immodestly with winning as the satisfaction, rather than the game of winning? .... ____ ____

(over)

III. WHAT ARE THE ATTITUDES OF MEMBERS AFTER THE CONTESTS?	YES	NO
1. Can the champions shift the emphasis from winning to satisfaction in the activity, like with adults; and also have enough appreciation to help others, such as a good demonstrator in helping train other demonstrators?		
2. Do the members develop enough drive, when older, to compete with their own records as a basis of progress?		
3. Are the contests so set up that the members receive no recognition without making progress?		

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200 L-9h

EVALUATION OF A 4-H RECREATION PROGRAM

It is suggested that a committee be appointed, with a junior leader or other mature member in charge, to check the club's experiences on the following schedule, both at the beginning of the club year and at the close, with different colored pencils, and note the growth.

MEASURING STICK OF A GOOD RECREATION PROGRAM

	YES	NO	SOME
1. Does the recreation program promote good fellowship and sociability, not cliques and small groups?			
2. Does the program develop several skills, or is it the same old thing? (Usually, the more things the members can do, the more fun they have.)			
3. Does it keep the interest growing in several directions and hold the members, or does it build up to a "blind alley?"..................			
4. Does it make use of the resources of the local community?			
5. Does it destroy any fine values already going in the community or hurt any single person? (As a crippled person embarrassed, large or small).			
6. Does the program give an opportunity for everyone to participate in some way and develop leadership?			
7. Will (some of) the program serve throughout a lifetime?			
8. Does it increase interest and appreciation of beauty?			
9. Does the program cause the members to do things which build up their health and carry over in later life?			

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SCHEDULES BY WHICH LEADERS MAY CHECK THEIR OWN JUDGING PROCEDURES

	YES	NO	SOME
1. As leader, adviser or judging coach, did you start the beginners in learning to see the object being judged, without the use of the score card; then through general discussion, did you list the good and bad points observed, as stated by the members; and finally, did you encourage them to give oral descriptions from memory, based upon their own impressions?	_____	_____	_____
2. Next, with the score card in the hands of the members, did you guide them in applying it to the thing being judged, in order to develop in their minds the relative values of the main parts of the object?	_____	_____	_____
3. In the end, did you teach the members to judge by comparison, without the score card, beginning first with two objects, then three and finally with a standard class of four objects, products or animals?	_____	_____	_____
4. As a final development, did your members usually arrive at a high degree of consistent uniformity in their placings and reasons, before you advanced them to learning another class?	_____	_____	_____

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200 L-9g

SUGGESTED EVALUATION OF 4-H PROJECT METHODS

The adult leaders, junior leaders or other mature members can help all the 4-H members evaluate their club project experiences. It is suggested that the following schedules be considered with the members at the beginning of the club year, so as to set up certain project objectives; and again at the close of the year, in order to measure the degree to which the objectives have been met.

CAN YOU AS A MEMBER SAY "YES" AT THE CLOSE OF CLUB YEAR:

	YES	NO
1. Did you help select your project for the year (which may be continuous), with the approval of your parents?	____	____
2. Did you learn in the beginning the project objectives and how to start?	____	____
3. Did you keep your project records up-to-date (on your own or with the help of your junior or adult leader or parent)?	____	____
4. Do you own your project materials, equipment, animals or products, pay your project expenses and do your own work?	____	____
5. Did you exhibit, judge and demonstrate your project work and assist with any project tours held?...........	____	____
6. Did you take part in the finishing up meeting, if held, for completing records before your fair or the end of the club year?	____	____
7. Are you maintaining the challenge of your club work by increasing your project activities as you gain in knowledge, skill and experience?	____	____
8. Are your project records complete enough at the close of the year to enter into a Standard Report Form for local recognition, educational trips or college scholarships?	____	____

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IMPROVE YOUR CLUB

As a result of the check on your club:

WHAT needs Improving	HOW can it be Improved	WHO will help do it

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200 L-9b

RATE THE PLANS FOR YOUR CLUB

	YES	NO
1. Do you have definite objectives and goals?	___	___
2. Are these recorded and distributed to members of the club?	___	___
3. Were the goals developed democratically by members and leaders?	___	___
4. Does the club have a definite plan for increasing 4-H membership?	___	___
5. Are there special plans and activities for the new members?	___	___
6. Do the experienced members have added responsibilities in comparison to last year?	___	___
7. Does the club provide service to others?	___	___
8. Is there a clear understanding and plans for participation in county, district, and state activities?	___	___
9. Will the club give some special attention to a phase of citizenship development?	___	___
10. Will conservation, health and safety be featured one or more times during the year?	___	___
11. Will the records and reports be made a meaningful phase of the educational experiences of the club members?	___	___
12. Do you have plans to help parents be proud of their sons and daughters who are 4-H'ers?	___	___

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